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ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Physical Education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters interspersed with lists and diagrams. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No specific objectives are mentioned. The major portion of the guide consists of lists and detailed descriptions of activities for each grade level. Activities include games, gymnastics, and dance. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed in the activity description. In addition, the guide includes a list of necessary supplies and equipment and a short bibliography of teaching aids. STUDENT ASSESSMENT: Guidelines for methods of evaluating and grading and detailed descriptions of numerous skill tests are included. (RT)

ED050073

FITNESS and PHYSICAL EDUCATION GUIDE

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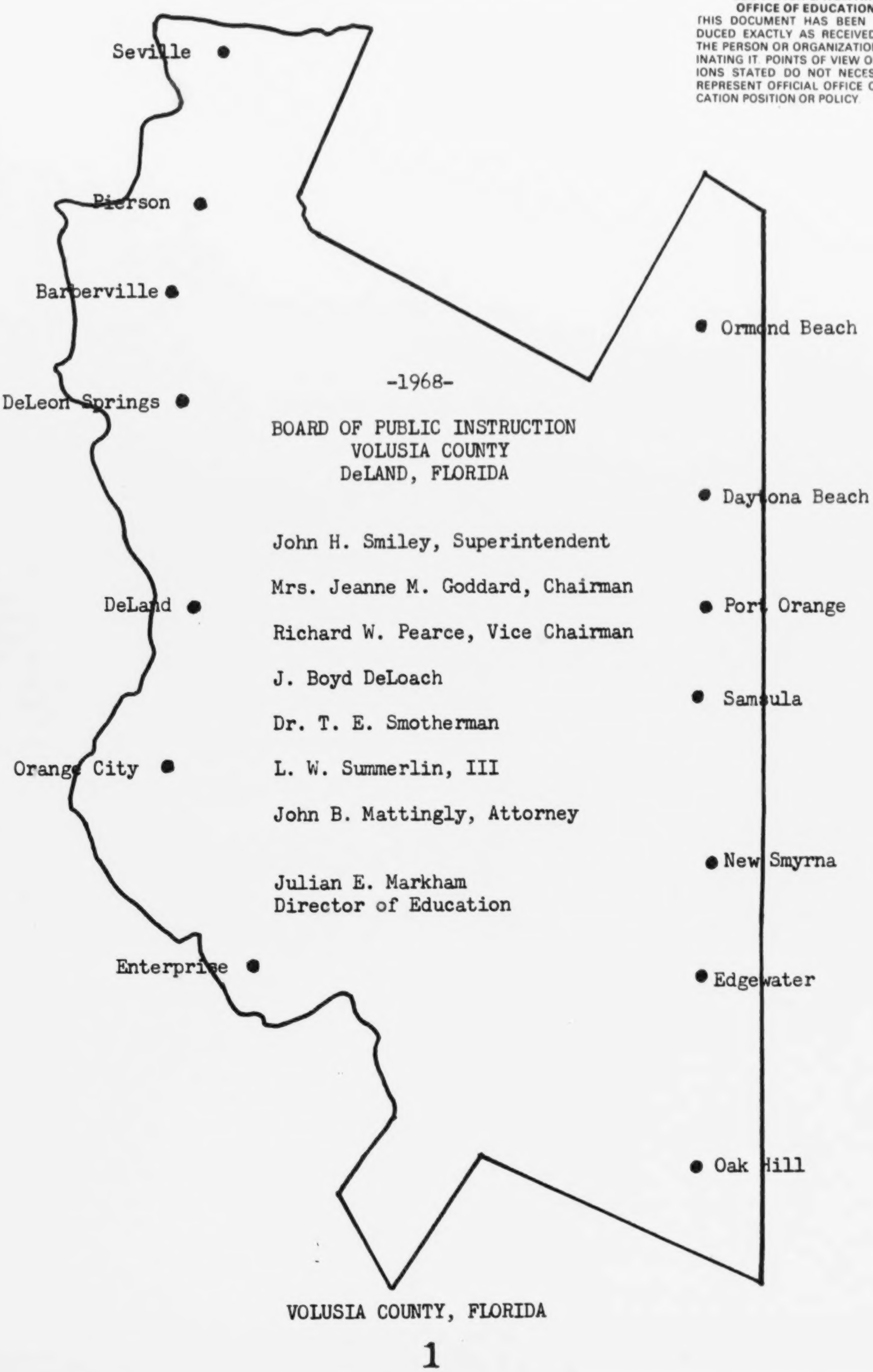
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FOREWORD

In the "good old days" instruction in health, physical education, and recreation was simply not conceived to be the task of our public schools. Each child had his chores to perform, chores involving strenuous physical activity. Recreation was largely a family affair and a child learned all he needed to know about health from the family's "doctor book."

The growing complexity of modern society has brought these areas of instruction under the purview of the school. As a result, where adequate programs of instruction are in being, the children of the community are vastly better informed about their own physical being and how to care for it. They develop a much broader interest in recreational activities and develop more skills to a higher degree of perfection.

This makes for a better person and a better citizen which is after all, the primary objective of any public school.

Our curriculum guide gives concrete evidence of the high quality program available to the children of Volusia County. When these guiding principles are put into practice by skilled and knowledgeable teachers, an outstanding program of instruction will be the inevitable result.

John H. Smiley
County Superintendent

PREFACE

Not only does our guide give concrete evidence of the high quality program available to the children and youth of Volusia County; it furnishes a set of working papers complete with perspective, purposes, aims and elaborate attention to describing a great variety of activities.

This excellent guide encourages physical education teachers to seize each opportunity to weld the schools contribution to a physical development with other school efforts to secure the mental health and personal well being of every pupil. No area of the schools responsibility provides a greater range of activities which can support pupil choices and self direction.

We recognize and appreciate the extensive effort required of our teachers in production of this guide and commend it to all of our physical education teachers for its effective use.

Julian E. Markham
Director of Education

ACKNOWLEDGEMENTS

WE GRATEFULLY ACKNOWLEDGE THE EFFORTS
OF THESE PHYSICAL EDUCATION INSTRUCTORS
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This guide was developed by a representative group of physical education teachers in Volusia County during the 1966 school spring semester and was sponsored by the program entitled "Professional Responsibility For Individual Development Through Education" which is known as the PRIDE Program.

The purpose of this bulletin was to set forth standards, guides and suggested modern ideas for the theory and practice of Physical Education. In this present form it is intended only as a guide to the construction, evaluation, and revision of physical education programs in public schools.

This is not a complete program in itself and neither is it a complete course of study. It is a suggested program which needs to be adapted to local conditions, and the individual needs and interests of each student.

Thirty persons participated in the development of this study and grateful acknowledgement is made to their fine contributions.

The time spent in formulating the materials, the thought given to produce a useful guide, and the hours of discussion stimulated by the task were looked upon by the writers as part of the growth of each participant.

Many thanks are especially due four members of the curriculum study who carried most of the editorial burden of this guide as Co-Chairman of the Physical Education and Health Committees------Miss Joan Gentry, Seabreeze Junior High School; Mr. Joe Piggotte, Mainland Senior High School; Mr. Michael Westberry, Principal of Lake Helen Public School; and Mrs. Frieda Ellis, Osceola Elementary School.

Sara Staff Jernigan,
Leader and Consultant on,
"A Seminar and Curriculum
Guides for Physical Education
and Health Education, Grades
K through 12."

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Nations have passed away and left no traces
And history gives the naked cause of it-
One single, simple reason in all cases,
They fell because their people were not fit.
Nothing on Earth-no Arts, no Gifts, nor Graces-
No Fame, no Wealth--outweighs the want of it.
This is the Law which every Law embraces-
Be fit--be fit! In mind and body be fit!
This is the lesson at all Times and Places-
One changeless Truth on all things changing writ
For boys and girls, men, women, nations, races,
Be fit--be fit! And once again------Be fit!
--------Rudyard Kipling

I. PHILOSOPHY OF PHYSICAL EDUCATION

A. Purposes and Aims

Physical Education is an integral part of the total education of the individual. The program upholds the aims of education which strives for the maximum potentiality of each student with emphasis on participation in physical activities. The following are the purposes and aims of the physical education department:

1. Develop and maintain physical well-being.
    a. Stimulate an awareness of the value of physical activity.
    b. Enable the individual to test and measure his physical efficiency.
    c. Increase individual safety habits.
2. Develop worthwhile health habits and attitudes.
    a. Stimulate desirable personal habits.
    b. Encourage good posture habits.
    c. Increase emotional poise.
    d. Provide the opportunity for release of daily tensions and anxieties.
3. Develop the awareness of the importance of individual and family recreation.
    a. Interest the individual in a large variety of games and sports.
    b. Acquire skill, and knowledge and maintain an interest in several sports with carry-over value.
    c. Participate in recreation for the joy of activity.
4. Create opportunities for the development of character traits which are necessary in modern democratic living.
    a. Provide beneficial association in group activities resulting in satisfactory social and emotional growth.

b. Afford opportunities for the development of initiative and leadership as well as the ability to follow and abide by the decisions of others.
c. Acquire self-assurance in a given situation.
d. Provide opportunities to help develop a wholesome personality.

B. PLACE IN THE CURRICULUM

> "Physical Education is about people learning to move and moving to learn, which involves the body, mind and spirit."
>
> ---Dr. Eleanor Methaney

Only through Physical Education is an individual afforded the opportunity to attain the physical attributes necessary to cope with everyday personal and social situations. Physical Fitness, the unique contribution of physical education, is the ability to function above normal capacity. Each individual is born with the inate ability to play; however, that ability must be channeled through a well-organized, sequential program of physical fitness and recreational activities.

C. BASIC OR GUIDING PRINCIPLES FOR AN EFFECTIVE PROGRAM

Physical Education is a program set up to assist each individual in his own pursuit of excellence both physical and mental. The instructor, as the model of inspiration, introduces an atmosphere in the physical education classes where individual intellectual capacities are recognized and tested through a variety of sequential activities. Self-evaluation is encouraged so that the program might be more meaningful to the individual. The following are the basic and guiding principles of the physical education department.

1. Requirements:

Physical education shall be required for all junior high students and one year requirement for all senior high students. Exemption from any physical education program will be permitted only with written confirmation by a recognized qualified physician stating that the student is physically incapable of any activity.

Physical education should require that all students submit to a physical examination by a qualified physician at the beginning of each school year and return a signed county medical form to the department.

2. Grouping:

Physical education should be grouped where possible, according to grade level with a maximum class size not to exceed 45 students for one instructor.

3. Dress:

Physical education should require that all individuals (students and instructors)be dressed in a regulation gym uniform. (Refer Page 148).

4. Grades:

Physical education should abide by the established county grade requirements, and include a Physical Fitness Report at the end of each semester. (Page 150-151).

5. General activities:

Physical education should have a well organized, sequential program of physical fitness and recreational activities.

6. Facilities:

Physical education should have facilities that are adequate to carry out a well-rounded program of physical activities both indoors and outdoors.

7. Safety:

Physical education should, without eliminating any beneficial activities, instill an attitude of safety toward equipment and apparatus in each student.

SUGGESTED PROGRAM OF ACTIVITIES

II. A. SCOPE & SEQUENCE OF ACTIVITIES

1. SPECIFIC ACTIVITIES FOR EACH AGE GROUP

a. Grades 7-8-9 Boys

	ACTIVITIES	PHYSICAL OUTCOME	OTHER OUTCOME
INDIVIDUAL	Track and Field Table tennis Archery Horseshoes Golf Deck Tennis Badminton Tennis Shuffleboard Handball	Coordination Agility Posture improvement Speed Accuracy	Enjoyment Carry-over value Skill knowledge Sportsmanship Self-reliance Self-expression
TEAM	Speedball Touch football Soccer Gatorball Softball Volleyball Basketball	Physical fitness Emotional poise Growth and Strength Agility & Coordination Good posture habits Develop motor skills	Terminology Carry-over value Game appreciation Social acceptance Safety Sportsmanship Initiative and Leadership Care and use of Equipment Aesthetic qualities
AQUATICS	Beginning swimming (7) Intermediate swimming (8) Advanced swimming (9) Water safety Basic Life saving Competitive swimming	Coordination Endurance Agility Muscle tone Poise Skills	Enjoyment Skill knowledge Self-expression Self-reliance Creativity Cooperation Safety
RHYTHMS	Folk dancing Square dancing	Individual body control Coordination Ability to keep time	Personal poise Self-confidence Social etiquette Care and use of Equipment Desirable social traits
SELF-TESTING	Gymnastics Track and Field Physical Fitness Circuit rotation Weights Exercises Stunts Tumbling	Fitness & muscle control Posture Agility Vision Body coordination Improved health	Personal recognition Social acceptance Good sportsmanship Build confidence Leadership Self-imposed discipline Sense of responsibility Safety

b. Grades 10-11-12--Boys

ORIENTATION

	ACTIVITIES	PHYSICAL OUTCOME	OTHER OUTCOME
INDIVIDUAL	Tennis Golf Archery Handball Table tennis Wrestling Bait casting Badminton Shuffleboard Track & Field	Coordination Agility Posture improvement Speed Accuracy	Enjoyment Carry-over value Skill knowledge Sportsmanship Self-reliance Self-expression
TEAM	Soccer Speedball Touch football Softball Volleyball	Total physical fitness Physical maturity Growth Strength Stamina Endurance Coordination Increased skills Agility	Self-confidence Competitive experiences Spirit Carry-over value Individual recognition Leadership Responsibility Appreciation Carry over Social acceptance Knowledge of activities Rules Safety
AQUATICS	Junior Life Saving Senior Life Saving Water sports Boating safety	Coordination Endurance Muscle tone Strength Poise	Enjoyment Skill knowledge Self-expression Self-reliance Safety
RHYTHMS	Folk dancing Square dancing Free exercise	Body control Movement Muscle tone Coordinated movements Good posture	Poise Relaxation Self-confidence Cultural values Courtesy Recreation Carry-over
SELF-TESTING	Physical fitness Testing Stunts Tumbling Gymnastics Wrestling Weight training Track and Field Circuit Training Trampolining	Physical fitness Improvement Strength Agility Speed and Stamina Coordination Flexibility Neuro-muscular skills Posture	Personal health Desirable social, mental and emotional response Leadership Knowledge of values Responsibility Self-confidence Self-control

c. Grade 7 Girls

	ACTIVITIES	PHYSICAL OUTCOME	OTHER OUTCOME
INDIVIDUAL	Track and Field Badminton Table tennis Horse shoes Tether ball Darts Shuffleboard Four square Deck tennis	Coordination Endurance Agility Speed Posture improvement Cardiorespritory development Cardiovascular development Accuracy	Enjoyment Skill knowledge Self-expression Self-reliance Self-discipline Sportsmanship
TEAM	Volleyball Basketball Softball Soccer Volley tennis Bounce volleyball	Coordination Endurance Agility Cardiorespritory development Cardiovascular development Speed	Enjoyment Skill knowledge Self-expression Self-reliance Sportsmanship Leadership Teamwork Fellowship Loyalty
AQUATICS	Beginning swimming Competitive swimming	Coordination Endurance Agility Muscle tone Poise	Enjoyment Skill knowledge Self-expression Self-reliance Creativity Cooperation
RHYTHMS	Folk dance Square dance	Coordination Endurance Agility Muscle tone Strength Balance	Enjoyment Skill knowledge Self-reliance Increase efficiency Self-improvement Safety Creativity
SELF-TESTING	Tumbling Body conditioning Physical fitness	Coordination Endurance Agility Muscle tone Strength Balance	Skill knowledge Self-reliance Increase efficiency Self-improvement Safety

d. Grade 8 Girls

ORIENTATION

	ACTIVITIES	PHYSICAL OUTCOME	OTHER OUTCOME
INDIVIDUAL	Track and Field Badminton Tennis Archery Tether ball Darts Shuffleboard Four square Deck Tennis	Coordination Endurance Agility Speed Posture improvement Cardiorespritory development Cardiovascular development	Enjoyment Skill knowledge Self-reliance Self-discipline Sportsmanship
TEAM	Volleyball Basketball Softball Speedball	Coordination Endurance Agility Muscle tone Cardiorespritory development Cardiovascular development Speed	Enjoyment Skill knowledge Self-expression Self-reliance Sportsmanship Leadership Teamwork Loyalty
AQUATICS	Intermediate swimming Water safety Competitive swimming	Coordination Endurance Agility Muscle tone Poise	Enjoyment Skill knowledge Self-expression Self-reliance Safety
RHYTHMS	Advanced Folk dance Advance Square dance	Coordination Endurance Agility Muscle tone Poise	Skill knowledge Self-reliance Creativity Cooperation Enjoyment
SELF-TESTING	Tumbling Body conditioning Physical fitness	Coordination Endurance Agility Muscle tone Poise Strength Balance	Skill knowledge Self-reliance Increase efficiency Self-improvement Safety

8

e. Grade 9 Girls

ORIENTATION

	ACTIVITIES	PHYSICAL OUTCOME	OTHER OUTCOME
INDIVIDUAL	Track and Field Badminton Tennis Archery Tether ball Bowling Shuffleboard	Endurance Agility Speed Posture improvement	Enjoyment Skill knowledge Self-reliance Self-discipline Sportsmanship
TEAM	Volleyball Basketball Softball Speedaway Field hockey	Speed Coordination Agility Endurance Cardiorespritory development Cardiovascular development	Enjoyment Skill knowledge Self-expression Self-reliance Sportsmanship Leadership Teamwork Loyalty
AQUATICS	Basic life saving Competitive swimming	Endurance Agility Muscle tone Skills Coordination	Enjoyment Skill knowledge Self-expression Self-reliance Safety
RHYTHMS	Modern dance	Coordination Endurance Agility Muscle tone Poise	Skill knowledge Self-reliance Creativity Cooperation Enjoyment
SELF-TESTING	Tumbling Body conditioning Physical fitness Basic apparatus First aid	Coordination Endurance Agility Strength Posture improvement Speed Reaction	Skill knowledge Self-reliance Increase efficiency Self-improvement Safety

f. Grades 10-11-12 Girls

ORIENTATION

	ACTIVITIES	PHYSICAL OUTCOME	OTHER OUTCOME
INDIVIDUAL	Track and Field Badminton Bowling Casting Tennis Archery Tether ball Deck tennis Golf Fencing Officiating Student leaders	Coordination Agility Endurance Speed Accuracy Vitality	Enjoyment Skill knowledge Self-expression Self-reliance Self-discipline Sportsmanship
TEAM	Volleyball Basketball Softball Soccer Speedaway	Coordination Endurance Agility Speed Accuracy Vitality	Enjoyment Skill knowledge Self-expression Self-reliance Sportsmanship Leadership Teamwork Fellowship
AQUATICS	Synchronized swimming Junior life saving Senior life saving Water sports Boating safety	Coordination Endurance Strength Poise Muscle tone	Enjoyment Skill knowledge Self-expression Self-reliance Safety
RHYTHMS	Advanced Folk dance Advanced Square dance Advanced modern	Flexibility Agility Balance Coordination Posture improvement	Enjoyment Skill knowledge Self-expression Self-reliance Creativity Cooperation
SELF-TESTING	Tumbling Body conditioning Physical fitness Free exercise Apparatus	Coordination Endurance Agility Muscle tone Strength Balance	Skill knowledge Self-reliance Increase efficiency Self-improvement Safety

III. METHODS OF TEACHING

A. PLANNING THE YEAR'S PROGRAM

1. Junior High

7th Grade

- Orientation
- Track-Field
- Badminton
- Table tennis
- Horse shoes
- Tether ball (girls)
- Darts
- Shuffleboard
- Four square
- Deck tennis
- Volleyball
- Volley tennis (girls)
- Basketball
- Softball
- Soccer
- Bounce volleyball (girls)
- Beginning swimming
- Competitive swimming
- Folk dance
- Square dance
- Tumbling
- Body conditioning
- Physical fitness tests
- Handball (boys)
- Circuit rotation

8th Grade

- Orientation
- Track-field
- Badminton
- Tennis
- Archery
- Tether ball (girls)
- Darts
- Bowling
- Shuffleboard
- Four square
- Deck tennis
- Volleyball
- Basketball
- Softball
- Speedball
- Intermediate swimming
- Water safety
- Competitive swimming
- Advanced folk dance
- Advanced square dance
- Tumbling
- Body conditioning
- Physical fitness tests
- Basic apparatus
- Handball (boys)
- Circuit rotation

9th Grade

- Orientation
- Track-field
- Badminton
- Tennis
- Archery
- Tether ball (girls)
- Bowling
- Shuffleboard
- Volleyball
- Basketball
- Softball
- Speedaway (girls)
- Field hockey (girls)
- Competitive swimming
- Basic life saving
- Modern dance (girls)
- Tumbling
- Body conditioning
- Physical fitness tests
- First Aid
- Gatorball (boys)
- Weights (boys)
- Sequential apparatus
- Handball (boys)
- Circuit rotation

2. Senior High

10th Grade	11th Grade	12th Grade
Orientation	Orientation	Orientation
Track-field	Track-field	Track-field
Badminton	Badminton	Badminton
Tennis	Tennis	Table tennis
Archery	Archery	Archery
Tetherball (girls)	Golf	Shuffle board
Bowling	Fencing	Fencing
Deck tennis	Officiating	Student leaders
Volleyball	Volleyball	Bowling
Basketball	Basketball	Casting
Softball	Softball	Horse shoes
Soccer	Speedaway (girls)	Volleyball
Speedaway (girls)	Synchronized swimming	Speedaway (girls)
Synchronized swimming	Senior life saving	Basketball
Junior life saving	Advanced Folk dance	Softball
Advanced Folk dance	Advanced Modern (girls)	Synchronized swimming
Advanced Square dance	Tumbling	Water sport
Advanced Modern (girls)	Body conditioning	Boating safety
Tumbling	Physical fitness test	Advanced Folk dance
Body conditioning	Free exercise	Advanced Square dance
Physical fitness tests	Apparatus	Advanced Modern (girls)
Free exercise	Bowling	Tumbling
Apparatus	Handball (boys)	Body conditioning
Golf	Wrestling	Fitness tests
Handball (boys)	Trampoline	Apparatus
Wrestling (boys)	Touch football (boys)	Free exercise
Speedball	Speedball	Handball (boys)
Trampoline	Gatorball (boys)	Wrestling (boys)
Touch football (boys)	Circuit training	Trampoline
Gatorball (boys)		Speedball
Circuit training		Gatorball (boys)
		Circuit training

B. UNIT PLANNING FOR PROGRESSIVE DEVELOPMENT

1. INDIVIDUAL

I. ARCHERY (8th-12th) 1

II. HISTORY

A. "The bow and arrow was used as long as 25,000 to 50,000 years ago." It is still used as a weapon by primitive people today.

With the development of fire arms and the use of gun powder, archery lost its place in warfare but continued to hold its place in sports. The earliest archery tournament known was in England in 1673. The use of the bow in the United States naturally followed the pattern established in England. In 1878, the first Archery Club in this country was organized in Philadelphia and it is still in existence.

III. BASIC RULES AND REGULATIONS

A. The DGWS rules and regulations should be used as a guide for teaching and tournament play.

IV. FUNDAMENTAL SKILLS

A. Bracing the bow
B. Stance
C. Grip
D. Nock
E. Draw
F. Anchor
G. Aim-point of aim and bow sight
H. Release
I. Follow through
J. Withdrawing arrows from the target
K. Clout shoot (12th)
L. Archery golf (12th)
M. Tournaments listed in DGWS

V. EVALUATION

A. Scores
B. Written tests
C. Skill test (refer to page 91)

VI. SAFETY

A. Safety regulations described in the DGWS Guide should be observed.
B. Maximum control by an aware adult is a necessity.
C. The use of arm guards and finger tabs should be encouraged.

I. BADMINTON 2 (7th-12th)

II. HISTORY

Badminton was brought to the United States in 1878 but did not gain in popularity until 1918. The soldiers in World War I learned this English game and made it quite popular in this country when they returned after the War.

III. BASIC RULES AND REGULATIONS

A. The DGWS rules and regulations should be used as a guide for teaching and tournament play.

IV. FUNDAMENTAL SKILLS

A. Grip (7th-12th)
B. Short serve (7th-12th)
C. Long serve (10th-12th)
D. Forehand stroke (7th-12th)
E. Backhand stroke (7th-12th)
F. Overhead clear shot (10th-12th)
G. Overhead drop shot (7th-12th)
H. Underhand clear shot (7th-12th)
I. Smash (7th-12th)
J. Hairpin (10th-12th)
K. Underhand drop shot (10th-12th)

V. EVALUATION

A. Skill tests (refer to pages 92-95)
B. Written test
C. Tournaments

VI. SAFETY

A. Proper dress
B. Proper lighting
C. Awareness of others

I. BOWLING 3-4 (8th-12th)

II. HISTORY

To by-pass the law which prohibited "9 pins" because of gambling, the game of "10 pins" was created. In 1895 the American Bowling Congress was organized to set up universal laws for the game. By 1916, the Woman's International Bowling Congress was organized in St. Louis and this group has performed a similar service for the ladies bowling. In 1940, the American Junior Bowling Congress was organized in Chicago, and this organization now supervises and furnishes a nation-wide program for more than 50,000 boys and girls of elementary, junior and senior high school. Today more than 20,000,000 men, women, and children of all ages and physical abilities bowl each year.

III. BASIC RULES AND REGULATIONS

A. DGWS Rule Guide (current)
B. AJBC Rule Guide (current)
C. No specific dress is required with the exception of bowling shoes.

IV. FUNDAMENTAL SKILLS

A. Feet position
B. Ball pick up
C. Ball fingering
D. Pendulum swing
E. Stance and push away
F. Four step approach
G. Aiming and picking up spares
H. Picking up splits (9-12)
I. Scoring
J. Game practice

V. EVALUATION

A. Skill tests (refer to page 96)

1. Score
2. Hitting specific mark

B. Written tests

VI. SAFETY

A. Bowling shoes
B. Picking up ball properly.

I. CASTING (Angling) (12th)

II. HISTORY

Casting or angling is one of the oldest organized sports. Casting is believed to have gained recognition between 1800 and 1810, with the invention of the modern casting reel by George Snyder of Paris, Kentucky. The first national tournament sponsored by a permanent organization, the National Association of Scientific Angling Club, was held in Nocine, Wisconsin in 1907. This Club evolved into the National Association of Angling and Casting Clubs, as a member of the Amateur Athletic Union.

III. BASIC RULES AND REGULATIONS

A. The National Association of Angling and Casting Clubs, 900 Paul Brown Building, St. Louis 1, Missouri.

IV. FUNDAMENTAL SKILLS

A. Grip
B. Position of rod
C. Stance
D. Action of rod
E. Release line
F. Hitting target

V. EVALUATION

A. Skill tests--score-hitting target (refer to page 96)
B. Written test

VI. SAFETY

A. Proper equipment
B. Proper use of equipment
C. Enough space between participants

I. DARTS 7

II. HISTORY

The game of darts was introduced to America by the pilgrims, who brought the game over on the Mayflower. In England the game is known as the "workingman's game." Although the sport is not thoroughly organized, the rules issued by the London Darts Club are generally accepted in national competition.

III. BASIC RULES AND REGULATIONS

A. The Dart board shall be hung so that the center of the bullseye is 68 inches from the floor. The throwing line is 9' from the face of the board.

B. To determine the starting play, each player, or one player from each team throws one dart. The player whose dart hits nearest the exact center of the bullseye throws first.

C. If a dart falls off the board, it has no score value.

D. If a dart knocks out another, the fallen dart does not count.

E. All darts thrown count, whether they stick to the board or not.

F. A dart sticking in another dart does not count.

G. At the end of a game, the score beyond that which the player needs for game does not count, except in Rocket Darts.

H. Clock or 20 Point Face. Each player throws 3 darts. The center ring scores 25 points, the inner bullseye ring 50, all other areas score the number indicated outside its segment, and doubled or tripled if the dart lands in the double or triple section.

Winning score is determined by the number of players:
1 player per side--------------------------------201
2 players per side-------------------------------301
3 or 4 players per side--------------------------501
Over 4 players-----------------------------------1001
To finish a game the exact score must be reached.

I. High Score: High score may be played on target face. Each player throws three (3) darts which is a SET and totals his score. Fame is 1000 points or may be varied on age, size of class, and average player's skill. A set time is advisable so that one game will not dominate the board at long intervals.

IV. EVALUATION

A. Skill test (refer to page 96)
B. Written test

V. SAFETY: When introducing darts in the 7th grade it is very necessary that adequate time be given to tell students of the dangers of darts and to inform them of safety rules except to be used.

I. DECK TENNIS 6 (7th-10th)

II. HISTORY

Deck tennis was originally a land sport developed by Cleve F. Safer. The equipment used for the game has changed from a rope quoit to a hollow rubber ring because of injuries.

III. BASIC RULES AND REGULATIONS

A. DGWS (Official Recreational Games)

IV. FUNDAMENTAL SKILLS

A. Throw
B. Catch
C. Footwork

V. EVALUATION

A. Skill test (refer to page 96)
B. Written test

VI. SAFETY

A. Proper dress
B. Proper equipment

I. FENCING 3

II. HISTORY

Fencing followed much the same course as archery. When gun powder was invented, fencing became obsolete as a means of defense. Fencing became a scientific art after the invention of gun powder and is beginning now to gain popularity in the United States. With the growing popularity of fencing in the United States, the Amateur Fences' League of America was organized.

III. BASIC RULES AND REGULATIONS

A. DGWS
B. The Amateur Fencing League of America

IV. FUNDAMENTAL SKILLS

A. Grip
B. Salute
C. On Guard
D. The Call (Appel)
E. Advance and Retreat
F. Lunge and Recovery
G. Attacks
H. Defense-Parrie and Returns

V. EVALUATION

A. Skill test (refer to page 97)
B. Matches
C. Written test

VI. SAFETY

A. Proper equipment
B. Close supervision
C. Careful instructions

I. FOUR SQUARE 8 (7th-8th Girls)

II. BASIC RULES AND REGULATIONS

A. The court is a large square divided into 4 small squares which are numbered 1, 2, 3, and 4.
B. The object of the game is to stay at square # 1 as long as possible.
C. The person in # 1 serves the ball by bouncing it and hitting it to player # 3. The ball must bounce in square # 3. The player in # 3 then hits it to any other square.
D. The ball may not bounce in a square more than once. (It must bounce in square before it is hit.)
E. The ball must not land on a line. If the ball does land on a line, the player who hit it is out.
F. When a player is disqualified, he must go to the end of the line behind square # 4. The other players must move from square # 4 towards square # 1 in order to fill in the empty squares.

III. FUNDAMENTAL SKILLS

A. Serve
B. Return
C. Putting spin on the ball
D. Aim
E. Smash

IV. EVALUATION

A. Skill test (refer to page 97)
B. Written test

V. SAFETY

A. Be sure there is enough space around squares.
B. Be sure there is a clear surface.

I. GOLF 3-9 (10th-12th)

II. HISTORY

The game of golf undoubtedly grew from field hockey, the forerunner of all stick and ball games. It is believed by most authorities that golf, as it is played today, originated in Scotland in the 14th Century, and was played by many sports loving Scotsmen in 1440.

Golf crossed the Atlantic to Canada and America in the latter part of the 19th century. John G. Reid introduced the game to his friends in a cow pasture in Yonkers, New York in 1885.

Golf is a game of skill and accuracy played by both sexes from youth throughout life. The development of mechanical carts enables handicapped or aged persons to participate and benefit from good fellowship and exercise in the out of doors.

III. BASIC RULES AND REGULATIONS

A. The game consists of hitting a small ball with selected clubs across various surfaces known as fairways, hazards, and roughs to smooth patches of grass, known as greens into small holes or cups, in the greens.

B. The object of the game is to use as few strokes as possible on each hole and over the entire course.

C. Although golf courses are laid out in units of nine holes, most official ones have 18; however, a few courses have 27 and 36 holes.

D. Each hole is assigned a part value on an arbitrary standard of excellence, determined by length of the hole.

E. In match play, or hole play the victor is the player who wins the greatest number of holes from his opponent, regardless of the final stroke total.

F. At the first tee, the order of teeing is decided by lot.

G. After the players have teed off the person farthest away from the hole, whether on the fairway, rough, or on the green, shoots first.

H. The basic set should include a brassie, number 2 wood, or a spoon-number 3 wood, numbers 3,5, and 7 irons, and a putter plus a bag to carry them in.

I. Beginning players should not buy expensive balls as the covers may not stand up under inaccurate stroking.

J. Balls should be clearly marked by rapid identification.

IV. FUNDAMENTAL SKILLS

A. Use of the equipment
C. Stance

B. Grip
D. Full swing
  (1) Pivot
  (2) Backswing
  (3) Top of swing

20 (4) Wrist Action (5) Down Swing (6) Follow-through

E. Pitch shot
F. Putting
G. Chip shot
H. Trap shot

V. EVALUATION

A. Written evaluation of knowledge, rules, and etiquette.
B. Skill (refer to page 97, 98, & 99)

VI. SAFETY

A. Adequate space
B. Use plastic practice balls
C. Small groups at a time for performance.

I. HANDBALL 10 (three-wall) (7th-12th Boys)

II. HISTORY

Robert Ripley, the "Believe it or not" man, states that handball is the oldest of all games played with a ball. In contrast to many sports, handball seems to have originated as a city sport and reversed the usual order in proceeding in its development. Rather than starting as an amateur sport and becoming a professional, it started as a professional and became an amateur sport.

Just when and where handball was formulated into its present form is not definitely established. However, it was introduced to America from Ireland about 1840. The present game originated in Ireland and it has the importance of a national sport in the country.

Phil Casey, an Irishman who migrated to Brooklyn and became the peer of all handball players in America, built the first courts and did so much to stimulate the interest in the game that he is known as the father of handball in the United States.

Starting in 1900, handball developed into two separate games, namely a one wall game (which is said to be a strictly American game) and the Court wall game. One wall handball originated along the beaches near New York and spread through the East. It has remained chiefly an Eastern game. Since the first time that the handball court was built by Casey in America, the game has grown by leaps and bounds.

III. BASIC RULES AND REGULATIONS

A. Serve

1. Server must serve from between the service line and short line. In doubles partners must stand in service box.
2. Ball must be served on first rebound from the floor and must hit the front wall first.
3. In the doubles game, only one man is allowed to serve on the first inning.
4. A server continues to serve as long as he scores points.

B. Play

1. After the serve, the ball must hit the front wall before it touches the floor, but it does not have to hit the front wall first.
2. Only the server may score.
3. It is a hinder if a player interferes with the play of an opponent or a returned ball strikes an opponent before hitting the floor or front wall. When a hinder occurs, the point is played over.
4. When a player hits a ball which hits him or his partner it is a hand out whether the ball has hit the front wall first or not.
5. A game is straight 21 points. A match consists of the best two out of three games.
   a. Because of time and tournament schedules, the instructor may reduce the standard 21 points per game down to meet his situation.
   b. One may play a time limit or a short game of 11 points or 15 points.
6. A ball which hits at the junction of the floor and the front wall and bounces upward is not considered to be a fair ball; one which hits there and bounces outward is considered to be fair. Where there still exists doubt as to the flight of the ball after hitting at this junction, the point should be replayed.

IV. FUNDAMENTAL SKILLS

A. Ace
B. Bounce
C. Half volley
D. Kill
E. Lob
F. Passing shot
G. Play
H. Punch ball
I. Rally
J. Serve
K. Volley

V. EVALUATION

A. Skill test
B. Written test

VI. SAFETY

A. During regular class periods students should wear a guard if glasses are worn. Eye glasses guards should be provided by the students.
B. It is suggested that one not "go after" a ball in a rally that might necessitate the player leaving his feet or going to his hand in endeavoring to play the ball. Such incidents are highly conductive to personal injury and are not advised for the sake of making a point.
C. In playing, when a ball is knocked over the front wall or outside either of the side walls, the ball is to be retrieved by the team member which caused it to go out of the court. All players are responsible to assist in hunting for a lost ball. When going into the street be cautious.
D. In playing, the student should always look forward. If he desires to look around, the arms should be raised to protect his face.

E. Courts are to be cleaned before playing. So be sure to knock all sand off the shoes before walking onto the court and after retrieving the ball.

I. HORSESHOES 7 (7th-12th)

II. HISTORY

Horseshoe pitching or horseshoes, like the game of quoits, was begun as an imitation of the Greek sport of discus throwing. As soon as metal horseshoes were developed, probably before 200 B.C. they were thrown for distance. Since the shoes were not circular and because it was so difficult to close the open end, distance throwing gave way to throwing at a fixed mark. Throwing horseshoes at a stake was popular in England in the sixteenth century and the game was brought to the new world by colonists and British soldiers.

III. BASIC RULES AND REGULATIONS

A. Tournament rules for horseshoes are determined by the National Pitchers Association of America.
B. Horseshoes may be played either as doubles or single games.
C. The players take turns, each tossing two (2) shoes at a stake (distance optional). Greater distance for a seventh grader to an elementary student.
D. The standard is forty (40) feet for men and thirty (30) feet for women.
E. For play indoors or in limited area, the official court dimensions and specifications should be disregarded. The recreation and fun this game provides will not be diminished if the court size is improvised to fit the age group and space available.
F. Choice of first pitch or follow shall be determined by the toss of a coin. In successive games between the same players, the loser shall have the choice.
G. First contestant pitches both shoes then his opponent pitches two (2) shoes. An inning constitutes the pitching of two shoes by each contestant.
H. A player when not pitching, must remain on the opposite side of the stake to the player in action and to the rear of a line even with the stake.
I. Scoring--a tournament game consists of fifty (50) points: Informal games usually twenty-one (21) points.

1. Only one player scores in any inning.
2. Shoe must be within six (6) inches of the stake to score.
3. A "ringer" is declared when a shoe encircles the stake far enough to allow the touching of both heel calks simultaneously with a straight edge, and permit a clearance of the stake.
4. Two shoes closer than the opponent's counts two points.
5. Closest shoe to the stake scores one point.
6. The Ringer scores three points, two Ringers counts six points.
7. Two Ringers against one for opponent count three points.
8. One Ringer and closest shoe of same player scores four points.
9. If each player has a Ringer, the next closest shoe, if within six inches of the stake scores one point.
10. A leaning shoe has no value over one touching the stake.
11. All equals count as ties, and no points are scored.

IV. EVALUATION:

A. Skill test (refer to page 100)
B. Written test

V. SAFETY

A. All individuals should be well out of the way of flying horseshoes.
B. Students should be instructed to remain alert for the possibility of a wild throw.
C. The instructor should determine the weight of the horseshoe to be used for his grade level.

I. SHUFFLEBOARD 7-11 (7th-12th)

II. HISTORY

One historian states shuffleboard originated in Persia in about 1700 A.D., but several writers fix its beginning in England about the 13th Century. However, the game was never popular in England as it was considered to be frivolous and a waste of time.

The Scots who devised curling on ice were fairly enthusiastic about shuffleboard and it is possible they created the game.

There is no record when shuffleboard was introduced to the United States. It must have been a sport of some prominence early in the 19th Century, since it was denounced as a "Gambler's Pasttime" in New England in 1845. There is not much history about the game in the U.S. nor is there any reiterated mention of it in England through the middle of the 19th Century.

In the late 1890's shuffleboard was resumed in the U. S. but was played chiefly by the children.

Since the turn of the century, shuffleboard has been gradually gaining as a participant sport in the country. Shuffleboard is a derivative of lawn bowling, but its manner of play is quite similar to curling, which is played on ice. The early history is somewhat beclouded.

The present day game of shuffleboard and it's rules and regulations were started in 1913 by Mr. and Mrs. Robert Ball of Daytona Beach, Florida. They had seen the game played on ships and decided to offer the game to the guests of the hotel The Lyndhurst.

In 1931 a group of enthusiasts got together and formed the National Shuffleboard Association.

III. BASIC RULES AND REGULATIONS

A. The game of shuffleboard is played by either two (2) persons (called singles) or by four (4) persons (called doubles).
B. The object of the game is to propel discs, by means of a cue, on to scoring diagram at opposite end of court, to score, to prevent the opponent from scoring or both.
C. The court shall measure fifty-two (52) feet in length, and six (6) feet in width. The playing surface shall be concrete or terrazzo, preferably concrete. The court shall be marked according to an official diagram. The same measurements and diagram are used when playing on a court laid out on the floor of a room or the deck of a ship.
D. The equipment consists of 8 discs. Four (4) are colored red, (4) are colored black (or green if desired). These eight (8) discs comprise a set. The cue shall not have an overall length of more than six feet, three inches.
E. Choice of color is determined by each player (if singles) or by one of each team (if doubles) playing one discs to farthest dead line. The player whose disc is nearest this line has choice of color. Discs are to be left on the court.

F. To start a game the Red discs are shot first. Play alternates red--then black--until all discs are shot.

G. Game is considered on 50, 75, or 100 point basis. Match play shall be on the basis of best two out of three games. However, with large classes a definite set time, then stop game would determine winner.

IV. EVALUATION

A. Written Test
B. Skill test

I. TABLE TENNIS 6 (7th-12th)

II. HISTORY

Table tennis originally played in Salem, Massachusetts, during the gay nineties on a miniature tennis court marked on the floor, quickly moved to the cleared dinner table where web covered balls and smaller paddles were introduced to make the game more social. England substituted the celluloid ball and named the game ping pong. In 1900, a ping pong craze struck America; but 1903 saw the end of it and not until after World War I and the establishment of the United States Table Tennis Association was the sport revived.

III. BASIC RULES AND REGULATIONS

A. DGWS Guide
B. USTTA

IV. FUNDAMENTAL SKILLS

A. Skills
   1. Serve (7th)
   2. Return (7th)
   3. Forehand (7th)
   4. Backhand (7th)
   5. Smash (7th)
   6. Spin (12th)
   7. Game Strategy (7th and 12th)

V. EVALUATION

A. Tournament play.
B. Skills test (refer to page 100)
C. Written test.

VI. SAFETY

A. Proper use of equipment.

I. TENNIS 2 -- (8th-12th)

II. HISTORY

Tennis actually started as handball long ago in Greece. In the Middle Ages it changed to a game of batting the ball between two opponents. The early court was shaped like an hour glass and the balls were leather, stuffed with hair. The racket evolved from hands to glove to glove with cords wrapped around it, to a paddle, and finally to our modern racket. A complicated scoring system originated with the nobility in England, but later was simplified so that everyone could understand it. The term "love" meaning "no score" was used as early as 1678 and originated from the phrase "for love" meaning nothing.

III. BASIC RULES AND REGULATIONS

A. DGWS
B. United States Lawn Tennis Association

IV. FUNDAMENTAL SKILL

A. Skills

1. Grip
2. The forehand
3. Backhand
4. Serve
5. Volley
6. Lob
7. Strategy

V. EVALUATION

1. Tournament play
2. Skill test (refer to pages 100, 101 & 102)
3. Written test

VI. SAFETY

A. Good condition of court and equipment
B. Proper clothes

I. TETHERBALL 12-13 (7th-12th)

II. HISTORY

Tetherball was invented in England in 1896. This game is one which provides fun for either boys or girls, young or old. It can be constructed at small cost and will be useful both in classes and during free time. The object of the game is to wind the cord around the pole, by hitting it with the racket so that the ball will be above the mark on the pole, when cord is completely wound.

III. BASIC RULES AND REGULATIONS

A. The game is best played by two players.
B. Players may use paddles such as tennis paddles or they may play the ball with their hands.
C. One player puts the ball in play by hitting the ball in the direction determined before the game in an attempt to wrap the cord around the marker. The other player attempts to prevent the server from causing the ball to encircle the pole and tries to cause it to encircle the pole in the opposite direction.

D. The players hit the ball each time they can and the one who first winds the cord around the pole above the marker wins the game.
E. Players must remain in their designated half of the playing area.
F. Epic tetherball is a slightly revised game of the regular tetherball. To prevent the danger of players hitting each other with their paddles, Upton Sinclair in 1914 added the requirement of two parallel lines, marked by cords stretched 2 feet above the ground to mark the bounds for the players. These lines should be at least 6 feet apart. No player is allowed to cross his boundry line, on penalty as above.
G. Doubles-tetherball is sometimes played with two players on a side. A circle 6 feet in radius is drawn around the pole. The partners alternate in service as in lawn tennis. Before service, both partners of the serving side must stand outside of the large circle. The server immediately enters the 6 foot circle, and must stay in it during the play, and his partner outside.

I. TRACK AND FIELD 14-15 (7th-12th)

II. HISTORY

The term "track and field" is used to cover a series of events consisting of running, hurdling, jumping and throwing objects for distance. This type of activity has held a place in the sports program of the peoples of the world since the beginning of time. The ancient Persians, the Greeks, and the Romans trained their soldiery in running as an important part of their military preparations and between wars running became a sport. Like other sports, it declined during the Middle Ages, but was revived during the 19th century. Track and field gained recognition with the revival of the Olympic Games in 1896.

III. BASIC RULES AND REGULATIONS

Boys track and field rules are regulated by N.C.A.A. and A. A. U. Girls rules are regulated by DGWS and AAU. All organizations publish the official rules.

IV. FUNDAMENTAL SKILLS

A. Sprints

1. Mechanics of Running
    a. Start
    b. "On your mark"
    c. "Set"
    d. "Go"
    e. Finish

2. Activities (according to grade level)
    a. Junior High (7th-9th)
        1. Boys
            (a) 75 yard dash
            (b) 100 yard dash
            (c) 440 yard dash or run
            (d) 880 yard run

2. Girls
    - (a) 25 yard dash
    - (b) 50 yard dash
    - (c) 75 yard dash

b. Senior High (10th-12th)
  1. Boys
      - (a) 100 yard dash
      - (b) 220 yard dash
      - (c) 440 yard run
      - (d) 880 yard run
      - (e) Mile run

  2. Girls
      - (a) 50 yard dash
      - (b) 75 yard dash
      - (c) 100 yard dash or run

B. Relays

  1. Skills
      - a. Baton passing
      - b. Order of relay team members

  2. Activity (according to grade level)
      - a. Junior High (7th-9th)
          - 1. Boys
              - (a) 440 yard relay
              - (b) 880 yard relay
          - 2. Girls
              - (a) 100 yard relay
              - (b) 200 yard relay
              - (c) 300 yard relay
      - b. Senior High (10th-12th)
          - 1. Boys
              - (a) 440 yard relay
              - (b) 880 yard relay
              - (c) Mile relay
          - 2. Girls
              - (a) 200 yard relay
              - (b) 300 yard relay
              - (c) 400 yard pursuit relay

C. Hurdles
  1. Skills
      - a. Correct form
          - 1. Sprinting action
          - 2. Continuous action

3. Action to an over hurdle
4. Getting to first hurdle
5. Action between hurdles
6. Finish

2. Activity (according to grade level)
    b. Junior High (7th-9th)
        1. Boys -- 120 yard low hurdles
        2. Girls - 50 yard low hurdles

    c. Senior High (10th-12th)
        1. Boys
            a. 120 low hurdles
            b. 120 high hurdles

        2. Girls
            70 yard low hurdles

D. Shot Put

1. Skills
    a. Form
    b. Mind control

2. Activity (according to grade level)
    a. Junior High boys -- 8 lb. (7th-9th)
    b. Senior High boys -- 12 lbs.(10th-12th)

E. Discus

1. Skills
    a. Handling the discus
    b. Step forward and throw
    c. The turn

F. Running Broad Jump (7th-12th)

1. Skills
    a. Throw
    b. Take off
    c. Action in the air
    d. The landing

G. Running High Jump (7th-12th)

1. Skills
    a. Styles
        (1) Eastern
        (2) Western roll
        (3) Scissors (Girls)

    b. Essentials of correct form
        (1) The run
        (2) The take off
        (3) Bar clearance

H. Pole Vault

1. Skills

a. Principle of style
b. Holding the bar
c. Angle of pole during run to take-off
d. Methods of using steel pole
e. Methods of using flexable pole
f. Securing check marks
g. The take-off
h. Take-off spring
i. Swing
j. Pull up
k. The turn
l. The push up
m. Pole release
n. Landing

V. EVALUATION

A. Skill test
B. Written test

VI. SAFETY

A. Warm up exercises are necessary before participation in any activity.
B. Equipment should be checked for faulty areas.
C. Instructions should be given for each event as to prevention of injury.
D. Keep all areas clear of obstructions.

I. WRESTLING

II. HISTORY

Wrestling is one of the oldest of sports. Its practice in prehistoric times was probably a method of learning self-preservation. In early history, wrestling was an accepted method of preparing men for war. The champion wrestlers of ancient Greece were held in high esteem and one has but to read Homer's tales to realize its importance and honorable position during that period of history.

The sport has taken many different forms in the various countries of the world, some of which seem rather ridiculous to those of us who are accustomed to free style wrestling as practiced in the English-speaking nations. The early history of America is dotted with accounts of wrestling--the most famous is of Abraham Lincoln's bouts at New Salem, Illinois. The purposes of wrestling might be stated to include:

1. Developing phvsical fitness and strength.
2. Developing protective skills.
3. Developing self-confidence.

III. BASIC RULES AND REGULATIONS

A. To win a fall, the shoulder blades of one's opponent must be held in contact with the mat continuously for two full seconds.
B. The Intercollegiate Rules prohibit the use of the hammerlock above a right angle, twisting hammerlock, over scissors, strangle holds, full nelson, toe holds, hold over mouth, nose, or eyes, interlocking of hands or arms around legs or waist while defensive contestant has both knees on the mat, bending or twisting of fingers for punishment or break holds, or any hold used for punishment alone.
C. Likewise, no striking, gouging, kicking, hair pulling, butting, elbowing, strangling, or anything that endangers life or limb is allowed. It is also illegal to slam an opponent to the mat unless the attacker brings one of his knees to the mat before the upper part of his opponents body touches the mat.
D. If no fall is secured, the referee awards the decision to the contestant who has shown the greater wrestling ability and aggressiveness, or he makes the decision by a point system.
E. When a contestant takes his opponent to the mat within the first three minutes both continue to wrestle until one is thrown or until the time limit is reached. If neither secures a position of advantage before the three minutes have elapsed, the remaining time is divided into two three-minute periods of mat wrestling. The official flips a coin and the winner of the "call" chooses the top or bottom for start of the first period of mat wrestling. A fall in this period terminates that period and the bout. The loser of the coin flip in the first period alternates his starting position for the second. A fall by one wrestler takes precedence over a decision secured by the other.
F. Wrestlers are considered to leave the mat when they are outside of a 20 foot circle that is clearly marked. They are "brought back" to the center and started again from a "referee position" with the top man given the advantage, or if neither has the advantage, they start with both men on their feet from the center of the mat.

IV. FUNDAMENTAL SKILLS AND DRILLS

A. Standing wrestling (7th-9th)
B. Leg drop or leg dive (9th-12th)
C. Single leg hold and trip (9th-12th)
D. Standing switch (9th-12th)
E. Getting behind (9th-12th)
F. Arm drag (9th-12th)
G. Elbow throw (9th-12th)
H. Hold-downs (9th-12th)
I. Taking opponent to the mat (9th-12th)
J. Coming from underneath (9th-12th)
K. Pinning holds (9th-12th)
    1. Near half-nelson and inside crotch hold
    2. Reverse-half nelson-the cradle
    3. Farther half-nelson and near arm scissors
    4. Three-quarter nelson
    5. Near half-nelson and farther wristlock

V. EVALUATION

A. Skill test (refer to page 103)
B. Written test

VI. SAFETY

A. Wrestle only in properly padded areas.
B. One should wrestle with others of about the same weight and degree of ability.
C. Proper tights or sweat suits and protective ear guards should be worn.
D. One should never reduce to make weight unless under physician's supervision.
E. Rings should not be worn, and the fingernails should be kept closely trimmed.
F. Wrestling should be stopped when one of the wrestlers registers distress.
G. Rough tactics, such as simulated by the professional wrestlers, should not be practiced.

TEAM

I. BASKETBALL (7-12)

II. HISTORY

In 1891, a Springfield, Massachusetts, YMCA leader, Dr. James Naismith, invented basketball to provide an indoor winter game for athletes. Peach baskets were used for goals, and so the game got its name. At first a soccer ball was used and players advanced the ball down the floor by rolling it. Later a special ball and the dribble was introduced. In the beginning any number of players from nine to fifty could play; but within two years the number was limited to nine, then to seven, and in 1894, to five, which became the standard number in the boys game.

As the game became popular, many variations of rules developed. In 1933, the men's rules were standarized by a newly formed National Basketball Committee of the United States and Canada. Using these rules as a base, the Basketball Committee of the National Federation of State High School Athletic Associations adapts and publishes the rules for high school boys.

The first girls game was played in March 1892. Dr. Naismith taught the group at the request of some of the women teachers in Springfield, Massachusetts. The men's rules were modified for the protection of the health and safety of girls, who do not possess the strength,speed, and ruggedness required for the boys game.

III. RULES AND REGULATIONS

A. Team consists of
  1. 5 players and substitutes (6 players for girls)
  2. An official is the governing body at the game.
  3. Goals consist of two baskets 10' high and 18" in diameter.

4. The playing area is a court 50' x 86'.
5. The playing time is divided into quarters or halves.
6. No walking or running with ball is allowed.

B. See current DGWS Rule Guide for Girls.

C. See Basketball Guide Rule and Case Book, FHSAA.

IV. FUNDAMENTAL SKILLS

A. Catching

1. Above waist
2. Below waist
3. At sides
4. Standing
5. Running

B. Passing

1. Chest pass
2. Two-hand underhand pass
3. One-hand underhand pass
4. Over head pass
5. Bounce pass
6. One-hand shoulder pass
7. Backward pass
8. Shove pass
9. Two-hand off-the-shoulder pass
10. Hook pass (9th-12th)

C. Shooting

1. Chest shot
2. The two hand set shot
3. The one hand push shot
4. The two hand foul shot
5. The hook shot
6. Lay-up shot
7. Jump shot (9th-12th)

D. Footwork

1. Stop and start
2. Reverse turn
3. Pivot

E. Guarding

1. Man-to-man defense (9th-12th)
2. Zone defense (9th-12th)

V. EVALUATION

A. Written test
B. Skill test (refer to page 104-107)

VI. SAFETY

A. Be sure your shoes fit properly and are laced to the top to prevent ankle injuries.
B. Be careful when playing on courts with unprotected backboards, support or walls that are close to the end line.
C. Warm up properly before each game practice.
D. Treat blister, floor burns, bruises, and abrasions immediately.
E. Watch for wet, slippery floors in the shower and locker rooms.
F. Before the game be sure to note all obstructions such as players' benches, timers' table.
G. Be conscientious about training rules. Your best protection is top condition.

I. BOUNCE VOLLEYBALL (7th-12th Girls)

II. HISTORY -- Unknown--It is a recreational game related to volleyball.

III. BASIC RULES AND REGULATIONS

A. DGWS Volleyball and Recreational games Guide.

1. The rules concerning how many bounces may or must take place may be varied in order to encourage "thinking" while playing.
2. The type of serve may vary (bounce or regular serve.)
3. The height of the net may be varied.
4. The number of players may be varied.

IV. SKILLS AND DRILLS

A. Bounce serve
B. Volley
C. Set up to team-mate
D. Dodging to let the ball bounce
E. Spike
F. Judging the arc and bounce of the ball must be stressed and worked on.
G. Net rebound or recovery.

V. EVALUATION

A. Skill tests
B. Ability to obey and observe rules changes quickly.

VI. SAFETY

A. Proper equipment
B. An adequate space must be provided to the rear and both sides of the court.

I. FIELD HOCKEY 18 (9th grade Girls)

II. HISTORY

Hockey is a very old game. The exact origin is not known, but there is reason to believe that a crude form of the game was played by the

Ancient Greek, Romans, and Persians as early as 514 B.C. As currently played, it probably developed out of such games known in the British Isles as "hurley", "shinty" and "bandy". Mrs. Constance Applebee of England introduced the game at the Howard Summer School in 1901.

III. BASIC RULES AND REGULATIONS

See DGWS Sports Guide (for soccer)

The game consists of eleven players on a team, five of whom are forward line players, three halfbacks, two fullbacks and one goalkeeper. The game is played in half-time periods varying from 15 minutes to 30 minutes. The usual playing time for adults is 25 minute halves. The game is started with a center ball, after which the ball is in play. The object of the game is to send the ball into the opponents' goal for a score.

IV. FUNDAMENTAL SKILLS

A. Dribbling
B. Carrying position
C. Passing
D. Drive
    1. Scoop
    2. Flick
E. Dodging
    1. Right dodge
    2. Left dodge
    3. Scoop
F. Getting the Ball
G. Tackling
    1. Circular tackle
    2. Straight tackle
    3. Left jab
    4. Right cut
    5. Right hand lunge
H. Goalkeeping
I. Fielding
J. Roll-in
K. The bully
L. Defense
    1. tackles
    2. clearing
    3. Marking
    4. Covering
    5. Interchanging
    6. Covering spaces.
    7. The short or Penalty.
    8. The long corner or corner.
M. Offense
    1. Drawing
    2. Dodging
    3. Shooting
    4. Backing up
    5. Rushing
    6. The free hit.

V. EVALUATION

A. Written test
B. Skill test

VI. SAFETY

A. Selection of proper playing equipment

B. Provide each player with shin guards and be certain that guards are worn.

1. See that there are sticks of different weights and lengths.
2. Provide special and necessary equipment for goalkeeper such as pads, shoes, and chest protector.
3. Provide glasses guards where necessary, and see that they are worn.
4. See that sticks and shin guards are in good condition.
5. Encourage the wearing of a jacket between halves.
6. Check personal costume as to suitability, warmth and cleated shoes.

I. GATOR BALL

II. HISTORY

III. BASIC RULES AND REGULATIONS

A. The game is played on a field 80 yards long and 40 yards wide divided into four equal parts with a circle 10 yards in radius located in the center of the field.

B. The goals on each end line are constructed with two uprights 15 feet apart with a crossbar on top 7 feet high.

C. The game consists of two 20 minute halves (time-outs and playing time included) with a 5 minute rest between halves.

D. Teach team which consists of from 5-9 players is allowed two 3 minute time-outs per game.

E. No time-outs are allowed the last three minutes of play except to remove injured players.

F. The ball is put in play at the beginning of each half and after each goal by a place kick from the center of the circle.

G. The team scored on has option of kicking or receiving.

H. All fly balls must be played with the hands and in the same manner as in basketball.

I. Any ball other than a fly ball must be played with the feet as in soccer.

J. One point is scored for a team each time the ball comes in contact with the wire covering of the goal.

IV. FUNDAMENTAL SKILLS AND DRILLS

A. Kicking

1. Free kick
2. Ran kick
3. Penalty kick

B. Passing

1. Same as basketball

C. Goalkeeping

1. Position in 20 yard area nearest goal.
2. Restraining circle play.

D. Scoring

1. Kick from outside 10 yard restraining semi-circle.
2. Thrown from outside 10 yard restraining semi-circle.
3. Penalty kick from 2 yards outside the semi-circle.

V. EVALUATION

A. Skill tests
B. Written exam

VI. SAFETY

A. Make sure there is an understanding on all rules.
B. No shoes with hard soles may be worn.
C. Everyone must play in shoes.
D. Field should be free from obstructions and trash.
E. Qualified instructor in charge.

I. SOCCER 19-20 (7th and 10th)

II. HISTORY

Though attempts have been made to trace soccer to either a Roman origin, or even an earlier Greek one, there is little evidence for this. Soccer is as much an English game as baseball is an American one.

In 1851 Joseph Stutt wrote about a game the common people of England were playing on the greens. Two opposing teams tried to drive a ball-a blown bladder cased with leather--through the goal of the rival team, the two goals being about 100 yards apart.

This game, which bears such a close resemblance to our modern game of football, gave rise to two distinct kinds of football. In 1863 a number of English clubs formed the Football Association. Their rules provided only for a kicking game. One of the clubs, the Blackheath Club, protested against the rules and withdrew from the Association. Later the Blackheath Club was joined by other Clubs who also wanted to use both a hand and feet. This kind of football was called Rugby because those who favored handling the ball liked the style of the game that was being played at Rugby school. In 1871, 17 clubs and 3 schools founded the Rugby Union.

From this time on the Football Association and the Rugby Union went their separate ways. Each developed its own rules and each used a different-shaped ball. The former used a round ball the latter used an oval ball. The American game of football developed directly from Rugby "Soccer" (the name is a corruption of the word "Association") has spread all over the world and in many countries has become the football game. Soccer is now beginning to catch on in the United States, and one of these days it may be a formidable rival for popularity to both American and Collegiate and professional football.

III. BASIC RULES AND REGULATIONS

A. Soccer is played by two teams of eleven players each, including goalkeeper, two full backs, three halfbacks, two inside forwards, and two outside forwards and a center forward.
B. The ball is put into play by a place kick from the center of the field into the opponents' territory.
C. After this kickoff, the receiving team advances the ball as described above until they have scored a goal or lost the possession of the ball.
D. Out of bounds balls are given to the team not putting them out. This team in turn puts the ball in play by a kick in from the point where it went out.
E. A goal is scored by a team each time the ball passes completely over the end line between and under the goal posts, if it was given legal impetus by either team.
F. Penalties are charged for intentionally touching the ball with the hands or arms while it is in play, except by the goalkeeper; for charging an opponent from behind or dangerously; for holding; for tripping; or for certain technical rule infractions, such as playing offside.
G. Soccer is played on a smooth grass area 300 to 360 feet by 165 to 225 feet for men and 240 feet to 300 feet by 120 to 180 feet for women.
H. The goals are 24 feet wide and 8 feet high for men and 18 feet and 8 feet high for women.
I. The game is played with a regulation soccer ball, prescribed as to size, weight, bounce and construction to withstand the rough usage which it is subjected.
J. Official playing time is four 22 minute quarters. For a class situation a recommended playing time is four 6 minute quarters.
K. There should be a one minute rest between quarter.

IV. FUNDAMENTAL SKILLS

A. Running
B. Kicking
C. Dribbling

D. Heading
E. Trapping
F. Blocking
G. Tackling (men only)
H. Goal tending

V. EVALUATION

A. Skill test (refer to pages 108-114)
B. Written test

VI. SAFETY

A. Keep field smooth and free from rubble.
B. Students wearing glasses should wear eye guards.
C. Play positions, avoid bunching up.
D. Direct kicks.

I. SOFTBALL 16-21 (7th-12th)

II. HISTORY

There is much confusion regarding the origin of baseball but it is an established fact that softball was *patterned after baseball* and that both games as played today are of American origin. In 1887 George Hancock of the Farragut Boat Club in Chicago invented softball by volunteering to devise an indoor game of baseball. This new game was played with boxing gloves and brooms for equipment. Thirteen years later in 1900, Lewis Rober originated Kitten Ball. In 1908 the National Amateur Playground Ball Association of the United States was unsuccessful in promoting Kitten Ball or in standardizing the rules, but the Association of the United States made a distinct contribution by increasing the popularity of the game. In 1921 H. A. Johnson reorganized Kitten Ball and called it Diamond Ball. Games resembling the present game of softball were Rounders (the English version) One Old Cat, Massachusetts Ball, Playground Ball, Ladies' Baseball, Soft Baseball, Mush Ball, Pumpkin Ball and others.

In 1921 Walter Hoknson of the Denver YMCA christened the game "softball" but this name was officially adopted in 1932. As early as 1926 Gladys E. Palmer of Ohio State University compiled girls' rules which were officially published in 1929 by the present Division for Girls and Women's Sports. They were standardized rules in 1934.

III. BASIC RULES AND REGULATIONS

A. Softball is played by two teams of nine players each.
B. The object of the game is to score more runs than the opposing team can score in the official seven innings composing a game.
C. A run is scored by a batter's becoming a baserunner and legally touching the three bases and home plate before the third out of the inning can be made.

D. A team is composed of pitcher, catcher, first baseman, second baseman, third baseman, short-stop, right fielder, center fielder, and left fielder.
E. Teams alternate at bat and in the field.
F. The team in the field is called the defensive team while the team at bat is the offensive team.
G. The defensive team is trying to cause the offensive team to make three outs while the offensive team is trying to score runs.

IV. FUNDAMENTAL SKILLS

A. Throwing

1. Overhand
2. Underhand
3. Side arm

B. Catching

1. Above the waist
2. Underhand
3. Side arm

C. Fielding

1. Ground ball
2. Fly ball
3. Texas leager
4. Fielding positions
5. Fielding and throwing of a ground ball
6. Fielding and throwing of an overhand ball
7. Tagging the runner
8. Backing up
9. Blocking the ball
10. Stretching

D. Pitching

1. Underhand (7th-8th)
2. Underhand fast ball (9th-12th)
3. Underhand curves (10th-12th)

E. Batting

1. Grip
    1. Choak grip (7th-12th)
    2. Standard grip (7th-12th)
    3. End grip (7th-12th)

2. Stance at Plate

    1. Open stance (7th-12th)
    2. Closed stance (7th-12th)

3. Batting Tactics
    1. Meeting the ball (7th-8th)
    2. Distance (9th-12th)
    3. Bunting (9th-12th)
    4. Place hitting (10th-12th)

F. Team Tactics

1. Offensive Strategy
    a. Lead off after pitch (7th-12th)
    b. Batting order (7th-12th)
    c. Base coaching (7th-12th)

2. Defense Strategy
    a. Position play (7th-12th)
    b. Force play (7th-12th)
    c. Tag play (7th-12th)
    d. Single play (7th-12th)
    e. Double play (9th-12th)

V. EVALUATION

1. Written test
2. Skill test (refer to pages 114-117)

VI. SAFETY PRECAUTIONS

A. Be sure the playing area is free from hazards, such as, broken glass. sharp stones, holes, barbed wire, poles, and such things.
B. Good equipment is necessary and should be worn properly.
C. Shoes should fit properly also the catcher's body protector.
D. If the students have trouble holding on to the bar try taping the handle, use rosin, or use a bat with a larger end.
E. Never throw the bat when you have hit the ball. Drop it to the ground as you start to run.
F. Start each game with a slow warm-up of the legs, back and arms. Wear a sweater or a jacket if necessary to keep from getting chilled while waiting for your turn at bat. Unless it is very warm, the pitcher should wear a jacket when not pitching or batting.
G. To avoid accidents, keep the player's benches and equipment not in use away from the playing area. During warm-up practice keep all balls going the same direction. Always watch the ball and bat to avoid being hit.
H. Treat all cuts and abrasions as soon as possible.
I. Learn the basic skills properly—catching the ball, making the dodge, running the bases and sliding.
J. Keep your eye on the ball.

I. SPEEDBALL 19 (8th-12th)

II. HISTORY

Speedball, like baseball and basketball, is a game of American origin. The most recent of the three, it was invented in 1921 by Elmer D. Mitchell at the University of Michigan.

It is said that speedball got its name when an excited player yelled, "Let's speed the ball"! Anyway, the name is certainly most appropriate, for the fast footwork, handwork, and headwork are essential requirements for playing the game well.

Speedball is an ingenious combination of soccer and basketball. When the ball becomes a ground ball, it is played with the feet as in soccer; when it goes into the air, it's played with the hands as in basketball.

The result of this combination is a game that is fast moving and that provides plenty of opportunity for scoring.

From the University of Michigan it has spread all over the United States, colleges and high schools have adopted it for their full intramural program, for it is a good game for tangy autumn days. During World War II it was played in Army and Navy training camps as a conditioning sport, because it provides good all-round exercise.

Girls started playing speedball three years after it was invented. As many variations in the game developed, the National Section on Women's Athletics, now the Division for Girls and Women's Sports, from 1930 on has been working to make speedball one of the best sports for girls.

III. BASIC RULES AND REGULATIONS

Speedball is a combination of basketball and soccer.

A. A ground ball must be played as in soccer until it has been kicked up and becomes a fly ball.
B. A fly ball may be played either with the hands as in basketball or dropped to the ground and played with the feet.
C. A player may guard an opponent in possession of an aerial ball as guarding is permitted in basketball.
D. A player may not run while carrying the ball.
E. The goalkeeper has no special privileges. She must play a ground on the ground, but may, as other players, use his hands on a fly ball.
F. The playing time of 32 minutes is divided into four quarters. In general the rules combine the main points of basketball and soccer with several exceptions.
G. There are four different methods of scoring:
    1. a field goal, 2 points, is scored when the ball is played into the cage as in soccer.

2. A touchdown, 2 points, is a completed forward pass from a player in the field outside the nearest 6 yard line to a member of the same team.
3. A drop kick, 3 points, is scored when the ball is dropped over the goal bar by a player on the field of play outside the nearest 6 yard line.
4. A penalty kick, 1 point, is scored when a penalty kick goes into the goal cage.

IV. FUNDAMENTAL SKILLS

A. Throwing

B. Catching

1. Catching of high kicks
2. Low kicks
3. Catching of swift kicks

C. Dribbling

1. Right foot
2. Left foot
3. With sole of foot

D. Trapping the Ball

1. Between leg
2. Inside of leg
3. Inside of foot

E. Blocking

1. With the chest
2. With the thigh
3. With the knee and foot

F. Tackling

G. Kicking

1. Instep kick
2. Side of foot
3. Heel kick
4. Volleying
5. Punting
6. Kick-up
7. Place kick
8. Slubbing
9. Drop kick

H. Heading

I. Conversion or Rollup

1. Rolling up the legs
2. Kick up with one leg
3. Between heels
4. Lift up to a teammate
5. Kick up with two feet

J. Running

K. Jumping

L. Pivoting
   1. Right pivot
   2. Left pivot

M. Shooting for goal

N. Trapping
   1. Between legs
   2. With the foot
   3. Other parts of the body.

O. Guarding

P. Tackling
   1. Using inside of the foot
   2. By kicking

V. EVALUATION

A. Skill test (refer to page 117-118)
B. Written test

VI. SAFETY

A. Keep field smooth and free from rubble.
B. Wear suitable clothing. Shin guards are recommended and eye guards if needed.
C. Play your position, avoid bunching up.
D. Girls, fold arms across your chest when volleying ball or facing them for high play.
E. Direct kicks.
F. Think as you play.

I. TOUCH FOOTBALL 22 (10th-12th)

II. HISTORY

American football originated in 1869 and since its beginning has had tremendous popularity. It is quite natural that a substitute for regular football developed for the vast number of people who could not play regular football due to the lack of equipment and lengthy training and conditioning requirements. Early in the history of football, adaptations were made to various phases of the game for use in schools and on playgrounds. The elimination of tackling and resultant bruising play paved the way for to-day's game of touch football with emphasis on wide open forward pass plays. Touch football provides a highly organized team game which involves many of the skills and strategies of football but does not require the expensive equipment nor include the dangers involved in regular football.

III. BASIC RULES AND REGULATIONS

Very little uniformity is found in the rules of touch football as played in schools today. Since there is so little agreement among those who teach the game, no attempt is made here to resolve those differences or to prescribe a way of playing it. An effort has been made to list the differences together with the more common variations now being used. In other cases the rules of football should govern.

A. The number of players constituting a regular team varies from five to eleven.
B. The length of quarters varies from 8 to 12 minutes in senior high to 6 to 10 minutes in junior high games.
C. The width of the field varies from 40 to 50 yards and the length from 65 to 120 yards. The 40 yard field is preferred most often.
D. There are four commonly used methods of determining yardage and possession of the ball.
    1. The teams are allowed five or six downs to cover the distance between goal lines. Failure to do so results in the loss of the ball.
    2. Four zones are used and the offensive team is allowed four downs in which to progress from one zone into another in order to retain possession of the ball.
    3. Two zones are used (the field is divided in half) and four downs are allowed in each half.
    4. Some few schools use four downs to cover fifteen yards from the point where the series of downs began. This necessitates the use of a chain or some type of measuring device.
E. There are three types of passing rules which are commonly used.
    1. Forward passing is permitted only from behind the line of scrimmage.
    2. Passing permitted any number of times from any position on the field.
    3. A combination of a and b, in which the ball may be passed any number of times if it is first passed across the line, no forward passes may be thrown.
F. The variations in blocking may be divided into three classifications.
    1. Restricted blocking in which a player may not use his body or leave his feet to block an opponent. This permits "shouldering" or "bumping".
    2. Screen blocking, similar to screen blocking in basketball in which a player is permitted to maintain a position, or to screen by moving in a line parallel to the path of the ball carrier.
    3. No contact is permitted and a player may not run "interference" for a ball carrier.
G. Some rules require that all punts be declared as such in order to prevent injuries that may result in the attempt to block kicks. Other permit kicking at any time. A few require

declaring punt formation only on the fourth down.

H. A generally accepted rule regarding the covering of fumbles is to declare all fumbles dead when the ball hits the ground. However, some rules provide that fumbles shall be played as in football.

I. Some rules (those which permit some blocking) allow the defensive team to line up even with the forward end of the ball on a play from scrimmage. Other rules require the defensive team to be five yards from a line drawn through the center of the ball at the time the ball is snapped. A few set the distance as two yards from the ball.

IV. FUNDAMENTAL SKILLS AND DRILLS

A. Passing
  1. Forward passing
  2. Lateral passing

B. Receiving Passes and Kicked balls
  1. Thrown passes
  2. Kicked passes

C. Centering the ball

D. Kicking the ball
  1. Punting
  2. Place kicking
  3. Drop kicking

E. Eluding a Defensive Player
  1. Fade-away
  2. Pivot
  3. Side step
  4. Change of pace

V. EVALUATION

A. Skill test
B. Written test

VI. SAFETY

A. The playing field should be level with no holes or obstructions on it.

B. To prevent danger of muscle strain, players should go through a short warm-up period before every game.

I. VOLLEYBALL 16-23 (7th-12th)

II. HISTORY

Volleyball was invented by an American, Wm. G. Morgan, at the YMCA in Holyoke, Mass. in 1895. The game was developed for business men who wanted a game of mild physical activity.

Mr. Morgan stretched a tennis net across an indoor court, used an inflated basketball bladder for a ball, and specified that the ball had to be volleyed back and forth over the net during the play. In time the game spread throughout New England cities, eventually being played outdoors as well as indoors. Volleyball is one of our most popular co-recreational sports. It appeals to both young and old; skilled and unskilled, has simple rules, and can easily be adapted to area of play.

During World War II, the service men took volleyball all over the world, which helped to make it an international sport. The International Volleyball Federation was founded in 1947 and doubled its membership in 15 years.

Because Volleyball started at the YMCA, this organization ruled the game during its early growth, wrote up its first set of rules, and arranged for the first national championships. The U. S. Volleyball Association was founded in 1928, conducting its first championship in 1929.

Volleyball, rated as one of the fastest moving games in the world, is now a feature of the Pan American and Olympic Games. It is a major sport in 25 nations.

III. BASIC RULES AND REGULATIONS

A. The ball must be served by the right back behind the rear line and may be hit in any manner with the hand.
B. Only one trial serve is allowed per side and it must land within the opponents court. If it touches the net and continues into the opponent's court, it is not a good serve.
C. It is a foul to touch the net, to reach over the net, or under the net and touch an opponent, or to step over the center line.
D. Holding or throwing the ball while it is in play is a foul. The play must be a distinct batting of the ball.
E. A ball landing on a boundary line is "in".
F. A point may be scored only by the side serving.
G. If a ball touches a player or a player touches a ball, he is considered as having played to ball. If the ball hits a player twice, or two or more blockers after being spiked, it is considered as having been played just once.
H. The ball may be played only three times by one team in a volley and a player may not play it twice in succession but may play it twice if it is played by a teammate in between.
I. Players of the serving team must rotate clockwise when receiving the ball to serve, and the right back must serve.
J. Only the front line (forwards) are permitted to spike.

IV. FUNDAMENTAL SKILLS AND DRILLS

A. The Volley

1. Underhand volley (7th-12th)

2. Overhand volley (7th-12th)

B. Serving
  1. Underhand volley (7th-12th)
  2. Overhand (9th-12th)
  3. Side arm (7th-12th)
  4. Placement of serve and volley (9th-12th)

C. Net Play (9th-12th)
  1. Spike (10th-12th)
  2. Block (10th-12th)

V. EVALUATION

A. Skill test (refer to pages 119-123)
B. Written test

VI. SAFETY

A. Have players play designated positions.
B. Have the students avoid the net on a smash.
C. Have the students roll the ball each under the net.
D. Be sure and call infractions of the rules so that the players will maintain self-control.
E. Be sure to warm up the legs thoroughly by running, jumping, and doing stretching exercises.
F. Keep the space surrounding the play area free from obstacles.
G. Learn to use the hands properly in blocking, passing and setting the ball.

I. VOLLEY TENNIS (7th Girls)

II. HISTORY

In the 1940's this game was originated by a teacher at Southern Illinois University. The same is a variation of tennis.

III. BASIC RULES AND REGULATIONS

A. The DGWS rules and regulations may be followed.
B. You may adapt the rules to meet your situation as it is a recreational game. In this game the net is low (3ft.) A team is composed of between four and ten players. The court is marked as it is for tennis. A bounce serve is used and as players become more advanced you can require a diagonal serve as in tennis to a specific area of the court. (2 trials). While the ball is being volleyed a maximum of three passes (direct or bounce) are permitted. The ball cannot bounce over the net. The ball must bounce one time before being played when it crosses the net. These rules may be modified or changed slightly from day to day to increase the students ability to think while moving. Example --1. Require the ball to bounce before being played at all

times. 2. Make the bounce optional. 3. Reguire and allow only one bounce on one side of the net.

IV. SKILLS AND DRILLS
- A. Bounce serve
- B. Volley
- C. Team play
- D. Agility
- E. Judgment
- F. Putting spin on the ball

V. EVALUATION
- A. Fun
- B. Tournaments
- C. Skill tests

VI. SAFETY
- A. Stress awareness of others
- B. Be sure there is space on all sides of the court.
- C. Proper dress and shoes

AQUATICS-3

I. SWIMMING AND DIVING 11-24 (7th-12th)

II. HISTORY

Swimming is probably unique in that it was not invented as a game as were badminton, tennis and most other modern sports. No one knows where or how or when the first man learned to swim. Swimming was very likely a skill acquired from observing animals and was learned for utilitarian rather than recreational purposes. Pictures of swimmers carved on the walls of caves in the Libyan Desert about 9000 B.C. give evidence of its antiquity.

Diving undoubtedly occured much earlier in history than the first mention of it in recorded literature, for it seems extremely likely that ones having mastered the fundamentals of swimming, man expanded the scope of his water sport by engaging in diving activities.

III. RULES AND REGULATIONS

The rules and regulations found in the DGWS Guide should be followed. The American Red Cross Instructors Manual should also be followed.

IV. FUNDAMENTAL SKILLS AND DRILLS

A. Skills

1. Breath holding and rhythmic breathing (7th)

2. Floats
    - a. Prone (7th)
    - b. Back (sculling and finning) (7th)

3. Glide
    - a. Prone
    - b. Back

4. Kick
    - a. Flutter (front and back) (7th-12th)
    - b. Scissor (8th-12th)
    - c. Frog (regular & inverted) (8th-12th)
    - d. Dolphin (8th-12th)
    - e. Whip (regular & inverted) (8th-12th)

5. Arm Stroke
    - a. Human stroke (7th)
    - b. Crawl (front and back) (8th-12th)
    - c. Side (8th-12th)
    - d. Overarm side (8th-12th)
    - e. Breast (regular & inverted) (8th-12th)
    - f. Butterfly (8th-12th)

6. Basic Diving
    - a. Porpoise dive (7th)
    - b. Front dive (7th)
        1. Sit
        2. Kneel
        3. Squat
        4. Stowing

7. Treading water (8th-9th)

8. Swimming underwater (8th-9th)

B. Drills

1. Practice individual skills and combine arms and legs. (7th-12th)
2. Change of direction (7th)
3. Turning over (7th)
4. Leveling off (7th)
5. Jumping in and leveling off (into shallow and deep water (7th-8th)
6. Use of a kick board (7th-12th)
7. Practice individual strokes until 50 to 100 yards can be achieved in each. (8th-9th)

V. EVALUATION

A. Skill test (refer to page

1. American Red Cross Beginning Swimming Test (7th)
2. American Red Cross Advanced Beginners (7th-8th)

3. American Red Cross Intermediate (8th)
4. American Red Cross Swimmers (8th-9th)
5. American Red Cross Advanced Swimmers (9th)

VI. SAFETY

A. The basic rules of water safety shall be observed and taught.
B. All necessary safety equipment shall be readily available.

I. COMPETITIVE SWIMMING AND DIVING 11-24

II. HISTORY

A swimming meet was held in what was called the German Gymnasium at King's Cross, London, England, on January 7th, 1862, under the direction of the Associated Swimming Clubs, proving that in 1862 quite a few swimmers were grouped into enough Clubs to cause the creation of an organization to govern the sport.

Diving became a competitive sport in Europe long before it was established as such in the United States. The first recorded competitive diving event took place in England in 1905.

III. RULES AND REGULATIONS

The rules and regulations of the AAU and the DGWS Guide should be followed.

IV. SKILLS AND DRILLS

A. Skills
    1. Racing dive
    2. Turns
        a. Pivot
        b. Flip (2)
        c. Out of water turn
    3. Front crawl (free style)
    4. Back crawl
    5. Breast stroke
    6. Butterfly
    7. Competitive dives (listed in the AAU & DGWS Guides)

B. Drills
    1. Continuous practice of above skills with stress on time, form and conditioning.

V. EVALUATION

A. Competition results
B. Improvement in the time and scores

VI. SAFETY

A. Follow safety regulations as found in the DGWS and AAU swimming guides.

I. LIFE SAVING 11-24 (9th-12th)

II. HISTORY

III. RULES AND REGULATIONS

   A. The American Red Cross Instructors Manual of Life Saving and Water Safety Courses shall be followed.

IV. SKILLS AND DRILLS

   A. Skills
      1. Personal safety and self rescue
      2. Reaching and throwing assists
      3. Recovery of a submerged victim with pull and self
      4. Surface dives
      5. Methods of taking off from shore
         a. Running
         b. Life saving jump
         c. Life saving dive
      6. Adaptations of strokes for life saving
      7. Carries
         a. Chin
         b. Hair
         c. Tired swimmers carry
         d. Cross-chest
         e. Head
         f. Shallow water
         g. Lift from shallow water
         h. Lift from deep water
      8. Boat and Canoe safety
      9. Approaches
         a. Rear
         b. Underwater
      10. Transition
         a. From approaches to carries
         b. From releases to carries
      11. Defense
         a. Block and carry
         b. Block and turn
         c. Pivot carry
      12. Releases
         a. Front head hold (2)
         b. Rear head hold
         c. Wrist grip
         d. Double drowning
      13. Artificial respiration and first aid
      14. Surf safety and rescue

   B. Drills
      1. Follow the drills stated in the American Red Cross Instructors Manual Life Saving & Water Safety Course.

V. EVALUATION

A. A skill and written test as suggested in the American Red Cross Instructors Manual of Life Saving and Water Safety Course. (refer to pages 124-125)

VI. SAFETY

A. Be sure and establish a signal for "let go I am in trouble."
B. All water safety measures should be followed.
C. All necessary safety equipment shall be readily available.

I. SYNCHRONIZED SWIMMING 11-24 (7th-12th Girls)

II. HISTORY I

Synchronized swimming is a fairly recent addition to modern day water activities. During the early 1920's synchronized swimming was used largely for fun and as a relief from what is sometimes thought of as the monotony of stroke practice. Then the stunts or tricks were performed by individuals and groups mimicking each other. Today the basic stunts, or figures, and strokes have been standardized; and, through the creativity of the performers, synchronized swimming has become an aesthetic art form.

III. RULES AND REGULATIONS

A. The rules and regulations found in the DGWS Guide should be followed.

IV. SKILLS AND DRILLS

A. Skills

1. Shark
2. Tub
3. Porpoise
4. Flying porpoise
5. Forward Pike Somersault
6. Back Tuck Somersault
7. Back Dolphin
8. Foot first dolphin
9. Ballet Leg
10. Double ballet leg
11. Chin dolphin
12. Submarine
13. Catalina
14. Kip
15. Surface dives (3)
16. Oyster
17. Swordfish
18. Strokes (hybrid)

   - a. Side
   - b. Breast
   - c. Crawl

19. Formation swimming

20. Entry
    - a. Jumps
    - b. Dives
    - c. Slides

B. Drills

1. Practice in groups and learn to work with each other.
2. Put to music and create routines.

V. EVALUATION

A. Demonstration of skills test (refer to page 124-125)

VI. SAFETY

A. The basic rules of water safety will be observed and taught.

I. WATER SPORTS AND GAMES 11-24 (12th)

II. HISTORY

III. RULES AND REGULATIONS

Rules and regulations are determined by the Instructor in relation to skill and interest level of the group.

IV. BASIC GAMES

- A. Balloon volleyball
- B. Water volleyball
- C. Aquatic ring-toss
- D. Modified water polo
- E. Water basketball
- F. Water dodgeball

V. EVALUATION

A. Evaluation is measured by the enjoyment, sportsmanship and display of swimming and game skills of the player.

VI. SAFETY

A. Caution must be taken to place students in games to fit their skill level.
B. Close supervision is very important

I. CANOEING 11 (12th)

II. HISTORY

A means of transportation in years long gone by, the canoe today, to a great extent has lost its utilitarian function and is used largely as an instrument of recreation and racing, though it still, on occasion, is highly useful in such matters as exploration.

III. RULES AND REGULATIONS

A. Rules and regulations set down by the American Canoe Association and Boy Scouts of America should be followed.

IV. SKILLS AND DRILLS

A. "Bow" stroke
B. "J" stroke for sternman
C. "Backwater" stroke for Bowman
D. "Backwater" stroke for Sternman
E. Half "sweepstroke" for Sternman
F. Half "reversesweep"stroke for Bowman
G. Pivot turn
H. Bow-rudder
I. "Cross bow-rudder"
J. Draw
K. Push-over

V. EVALUATION

A. Test student on proficiency of individual skills and ability to move in a set course.
B. Boy Scouts of America Canoeing can be followed.

VI. SAFETY

A. All water safety rules should be taught and observed.

RHYTHMS 4.

I. FOLK DANCE 25-26 (8th-12th)

II. HISTORY

Folk dance is the traditional dance of a specified people. Primitive dance is the origin of all folk dance. Each dance portrays some original purpose and idea. Folk dance, even though complex in many forms, can be mastered by the average layman. In this it is unique. No demanding skill is needed. Although folk dance has a national flavor, its purpose for existence is for the enjoyment of those participating.

Square dance is a part of American folk dance. These dances originated in the Kentucky foothills, and mountain parts of America.

III. TYPES OF FOLK DANCES THAT CAN BE TAUGHT

A. Ace of Diamonds
B. Alabama Gal
C. Captain Jinks
D. Chimes of Dunkirk
E. Come, Let us be Joyful
F. Crested Hen
G. Cshebogar
H. Great Big House in New Orleans
I. Gustav's Skol
J. Kalvelis
K. Oxdance
L. Patty Cake Polka
M. Put Your Little Foot
N. Seven Jumps

IV. FUNDAMENTAL SKILLS

A. Clockwise
B. Counterclockwise
C. Single circle
D. File
E. Double circle
F. Step
G. Stamp
H. Hop
I. Step hop
J. Skip
K. Polka
L. Inside
M. Balance

V. EVALUATION

A. Skill tests on dances learned
B. Written tests

VI. SAFETY

A. Dance on a smooth surface
B. Use tennis shoes
C. Keep wires from the record player off the dance floor

I. SQUARE DANCE 25-26 (7th-12th)

II. HISTORY

III. TYPES OF SQUARE DANCES THAT CAN BE USED

A. Oh Susannah
B. Head and Sides
C. Honolula Baby
D. Do-si-do and Swing

E. Around the outside and swing
F. Two Head Ladies Cross Over
G. Yankee Doodle
H. Sweet Alice Waltz Quadrille
I. Duck for the Oyster
J. Ladies Chain
K. Darling Nellie Gray
L. Push Her Away
M. The Gal I left Behind Me
N. Bake them Hotcakes Brown
O. Cripple Creek
P. Sally Good 'in'
Q. Golden Slippers
R. Soldier's Joy
S. Rag Time Annie

Once the basic calls are mastered, the level of difficulty should increase with harder dances. Each year square dancing is taught; the basic calls and dances should be reviewed and then harder dances can be introduced.

1. Dances 1-12 can be found in the Honor Your Partner series, Albums 1-2.
2. Dances 13-19 are found on a Capitol recording, Album CD-4009.

IV. FUNDAMENTAL SKILLS

A. First or head couple
B. Second couple
C. Third couple
D. Fourth couple
E. Partners
F. Corners
G. Opposite
H. Home
I. Hobors
J. Eight hands around
K. Swings (buzz or elbow)
L. Swings (buzz or elbow)
M. Do-si-do
N. Allemande left
O. Grand right and left
P. Allemande right
Q. Circle eight around
R. Circle four hands across
S. Circle four hands around
T. Balance
U. Chassiz
V. Ladies Chain
W. Gee and Haw
X. Right hand star, or left hand star.

V. EVALUATION

A. Skill tests on dances learned (refer to page 125)
B. Written exams

VI. SAFETY

A. Dance on a smooth surface.
B. Use tennis shoes.
C. Keep record player in a safe place.

I. MODERN DANCE 25-26 (9th-12th Girls)

II. HISTORY

Modern dance represents a concept of dance rather than a school of dance. Although modern dance had no set technique it does have a clear concept of purpose in showing the movement possibilities of the body. Modern dance is modern only because it is non-traditional. Instead of using traditional steps or movements to build a theme or pattern, it uses an idea. It came into existence to liberate the dance from traditional dance laws, but by no means is it a form of unlicensed, undisciplined self-expression. The dancer bases his movements upon the natural movements of the human body. He extends, distills, exaggerates, distorts or heightens such movements. At the start modern dance was considered ugly but as time passed it has become an accepted dance. Aside from developing an independent branch it has become a major force in dance education, influenced ballet, and has a steady foot-hold in musical comedy field.

III. BASIC RULES AND REGULATIONS

A. Exercises to music. Work on exercises that require flexibility and co-ordination. These exercises will help develop agility and body control needed for expression through movement. Using music helps teach tempo and rhythm.

IV. FUNDAMENTAL SKILLS

A. Skills (practical)

1. Contraction
2. Release
3. Flexion
4. Extension
5. Torso
6. Patterns
7. Walks
8. Leaps
9. Falls
10. Stretches
11. Bounces
12. Lifts
13. Run
14. Skip
15. Creativity
16. Theme
17. Variation of a theme

B. Skills (knowledge)

1. Meter
2. Rhythm
3. Tempo
4. Thrashing
5. Mixed Meter
6. Syncopation
7. Counter point
8. Resultant rhythm
9. Choreography

V. EVALUATION

A. Self check sheet for ability to do listed skills (refer to page 57)
B. Give students a chance to work no smaller than three in a group, and no larger than six. At the end of the six weeks, grade them on a dance they have created.

VI. SAFETY

A. Proper warm-up period
B. Emphasize importance of using leotards and tights
C. Have enough space
D. Keep record player in a safe place

I. BODY CONDITIONING (7th-12th) 5. SELF-TESTING

II. BASIC RULES AND REGULATIONS

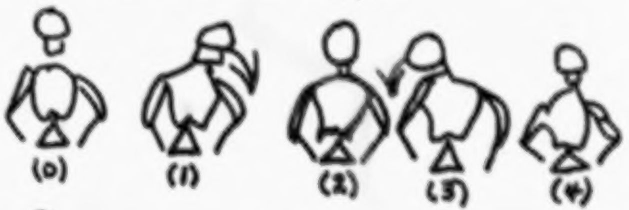
A. All persons should be shown by medical examination to be organically sound before training routines, leading to competitive or other strenuous exercise, are attempted.
B. Certain types of exercise are appropriate to certain conditions of weather and climate.
C. Exercise should be graded according to age, individual reaction to activity, and the state of persons fitness.

III. FUNDAMENTAL SKILLS AND DRILLS

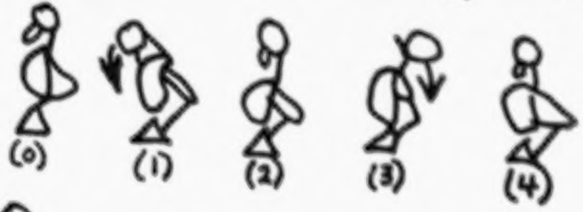
A. Exercise program for all areas of the body--

1. NECK

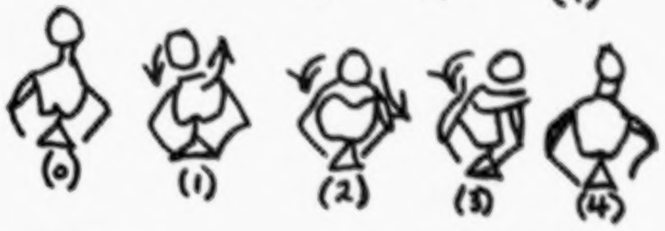
a. Side extension (mild)



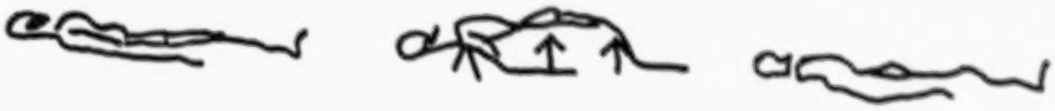
b. Forward-Back Extension (mild)



c. Head Rotation (mild)

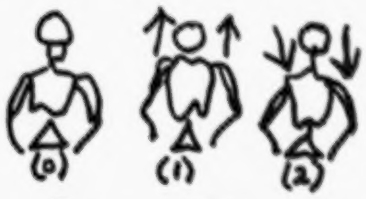


d. Bridging (heavy)

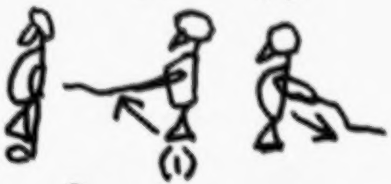


2. SHOULDER AREA

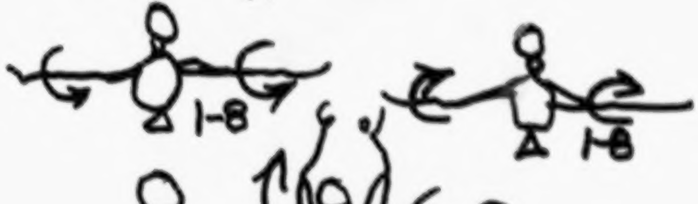
a. Shoulder Hunch (mild)



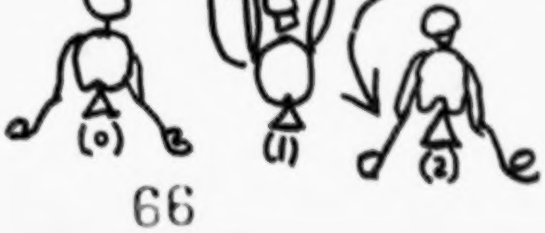
b. Shoulder Extension Flexion (medium)



c. Shoulder Rotation(heavy)

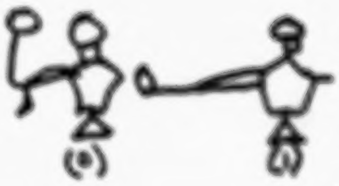


d. Weight Lift (side) (heavy)

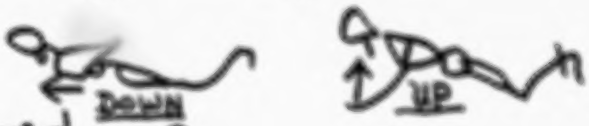


3. Upper Arm-Elbow Joint

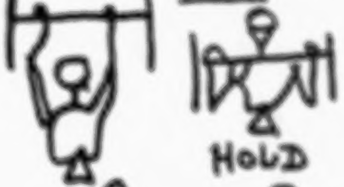
a. Weight Flexion Extension (medium)



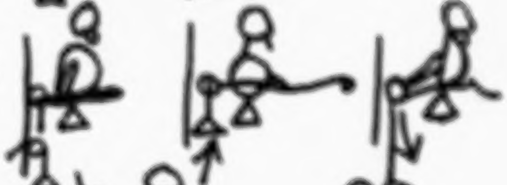
b. Pushups (heavy)



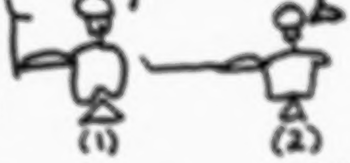
c. Pull-ups (heavy)



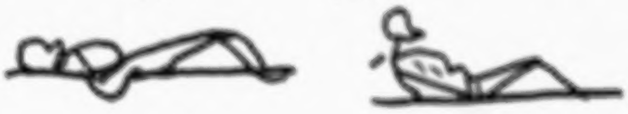
d. Weight Pull (medium)



e. Flexion Extension(mild)

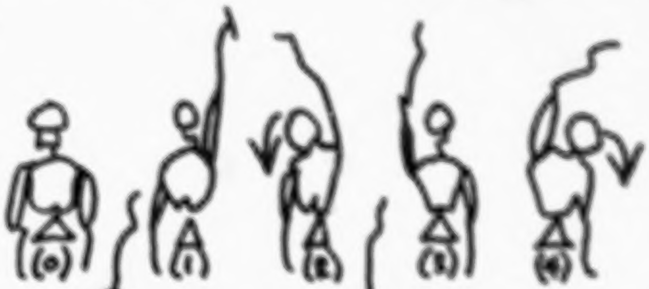


4. Trunk

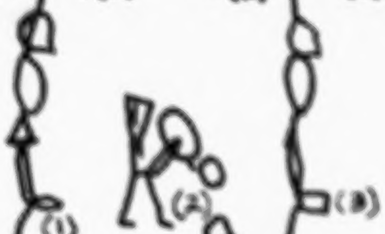


a. Trunk Curl (medium)

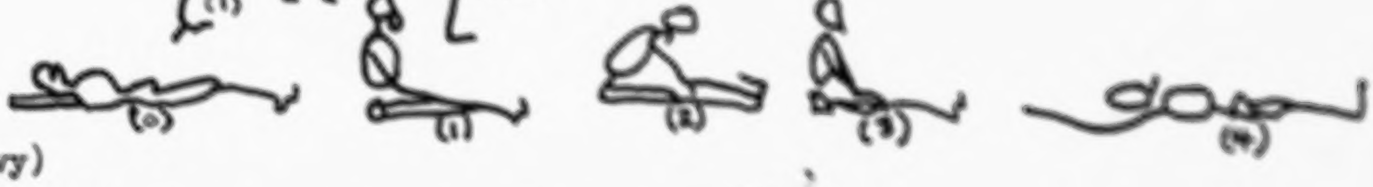
b. Side Bend (mild)



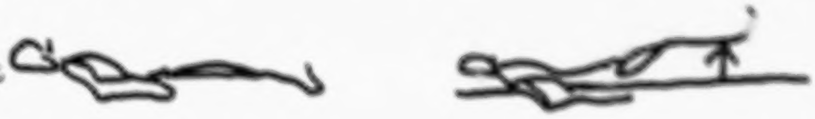
c. Touch Toes (mild)



d. Sit-Ups (heavy)

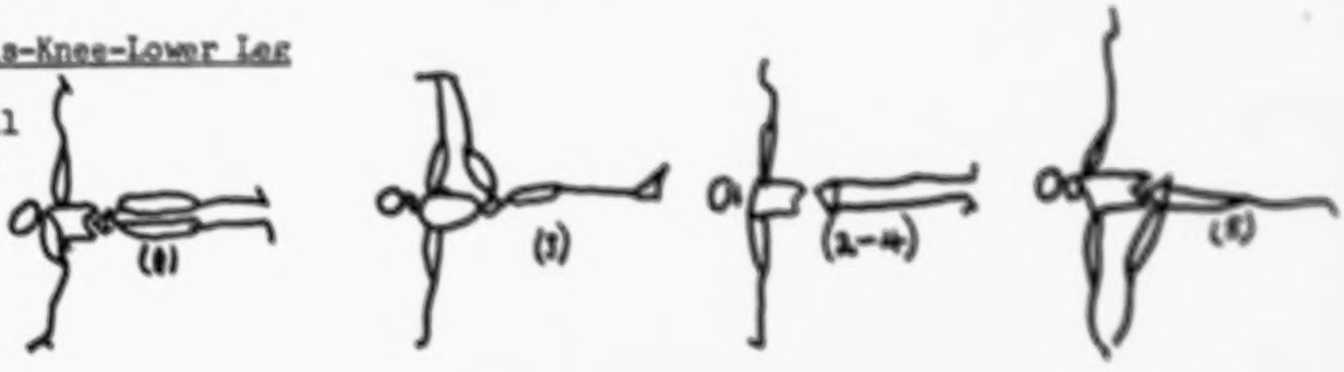


e. Leg Lift (heavy)

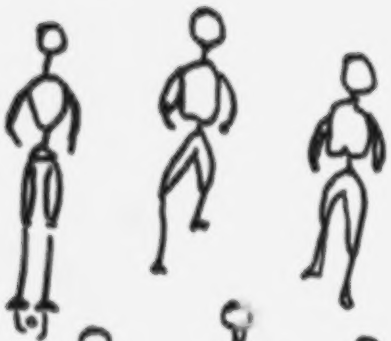


5. Thigh-Pelvis-Knee-Lower Leg

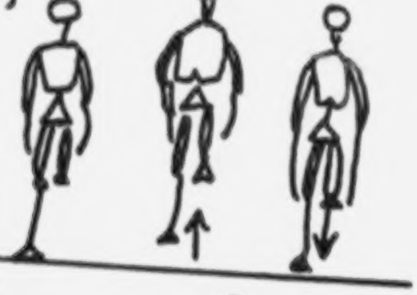
a. Hip-roll (heavy)



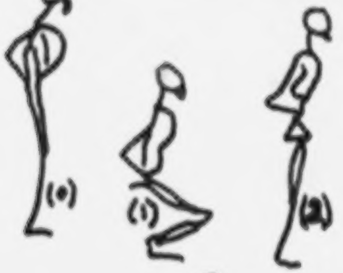
b. Stationary Run
(medium)



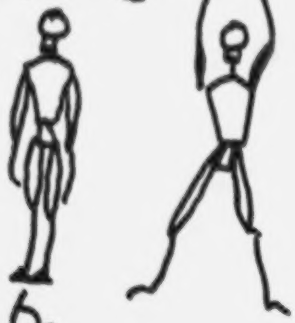
c. One Foot Hop
(mild)



d. Deep Knee Bends
(heavy)

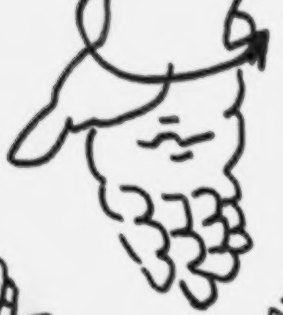


e. Jumping Jack
(medium)



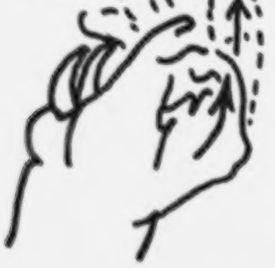
6. WRIST-HAND-FINGERS

a. Wrist rotation



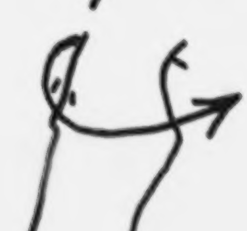
b. Finger stretch

c. Hand grip

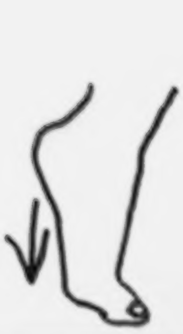


7. ANKLE-FOOT-TOES

a. Ankle rotation



b. Toe balance



V. EVALUATION

A. Identification of physically underdeveloped pupils------

Flexed-arm hang (girls)------(arm and shoulder strength)
Pull-ups (boys)-------------
Sit-ups----------------(flexibility and abdominal strength)
Squat thrust-----------(agility)

VI. SAFETY

A. Remember there are measurable differences between the sexes in heart capacity, muscular strength, and skeletal proportions. These differences set certain limitations for women in activities of strength, speed and endurance.

I. CIRCUIT TRAINING 24 (7th-12th) Boys

II. HISTORY

Circuit Training has well-defined and limited aims. It is not designed to supplant weight training for the weight-lifter or endurance running for the distance runner, though both of these types of athlete could use it with advantage. It is a form of general fitness training based on sound physiological principles and aiming at the kind of varied activity and continuous challenge which are attractive to large numbers of boys and young men, many of whom show little enthusiasm for ordinary forms of physical training.

Circuit Training has three main characteristics:

1. It aims at the progressive development of muscular and circulo-respiratory fitness.
2. It applies the overload principle.
3. It enables large numbers of performers to train at the same time by employing a circuit of consecutively numbered exercises through which each performer progresses; doing a prescribed amount of work at each exercise, and checking his progress against the clock.

III. BASIC RULES AND REGULATIONS

A. Before an individual can begin to think about compiling a circuit, he must be thoroughly familiar with the exercises he intends to use. The demand for progressive loading gives rise to certain distinctive considerations of the exercises. In the first place, the exercise must be individual. The amount of exercise and the rates of progression must be based on individual capacity and rate of improvement. Secondly, the exercise must be strenuous. The exercise must also be simple to perform. Finally, the exercises must be readily standardized.

B. Circuit exercises must be selected and arranged in such a way as to fuse into a period of training which will have a positive effect upon all around strength, muscular endurance, general endurance and power. No attempt is made to develop these qualities separately.

C. In considering the physiological effects of different exercises it is convenient to use the abbreviation M.R. (maximum repetitions) to apply to a movement as being the maximum number of times a particular individual can perform that movement (any external weight being specified.)

D. Experimentation has indicated that for the development of strength the most effective exercises are those below 10 M.R. At loads lighter than this there is not such a marked effect on strength, but the greater number of possible repetitions makes for greater development of muscular endurance. It is probable that all exercises with M.R. of less than 30 will have a positive effect on both. Exercises at the lower end of this range will emphasize strength and those at the upper end will emphasize muscular endurance.

E. Since it has been found in practice that Circuit Training produces increases in muscular endurance much more readily than increases in strength, it is recommended that a proportion of the exercises in every circuit be below 10 M.R.

F. In compiling a circuit the individual should ensure that all areas of the musculature receive proper attention, through exercises within the 1-30 M.R. range, and that adequate strengthening is ensured by exercises at the lower end of the range. A further consideration in the compiling of a circuit is the number of exercises to be included and here, of course, the ruling factor is time available.

G. The activities or stations are so arranged in the circuit that different muscular areas are exercised in turn and since the individual's repetition dose does not exhaust him, he can proceed without pause, applying a continual pressure in his attempt to equal or reduce his previous time for three laps. The cumulative stamina effect of this type of training is obvious.

IV. FUNDAMENTAL SKILLS

A. Fixing the dose

1. Individual measurement
2. The beginner's dose—and progression
3. The fixed dose

B. Circuit Training Exercises

There are two things we need to know about an exercise before we can decide upon its place in a circuit. One, the intensity of effort it demands, and Two the part or parts of the body it affects. Intensity of effort is assessed on a basis of M.R. counts. A detailed anatomical classification of circuit exercise is very difficult since most of the massive, total-body movements (which are so useful in developing a high work rate and which serve so well the endurance aims of circuit training) do not lend themselves to exact anatomical classification. The following simple classification is offered to serve as a guide to circuit construction:

1. ARM AND SHOULDER EXERCISES
    a. Grip
    b. Heave
    c. Press
    d. Raise

2. Back Exercises
3. Abdominal Exercises
4. Leg and General Exercises
5. Combined Exercises
6. Twenty Typical Circuit Exercises
    a. Rope Swings (grip and heave)
    b. Wrist rolling (grip)
    c. Arm jumps on horizontal or inclined ladder (heave)
    d. Chin-ups (heave)
    e. Push-ups (press)
    f. Dips on parallel bars (press)
    g. Barbell press (press and raise)
    h. Dumbbell lateral raising (raise)
    i. Barbell high pull-ups (raise and back)
    j. Barbell curls (back)
    k. Trunk curls (abdominal)
    l. Curl sit-ups (abdominal)
    m. Bench stepping (leg and general)
    n. Dumbbell jumps (leg and general)
    o. Squat jumps (leg and general)
    p. Dumbbell Squats (leg and general)
    q. Barbell squats (leg and general)
    r. Squat thrusts (combined-abdominal, leg and general)
    s. Jump and heave (combined-heave, leg and general) (horizontal bar)
    t. Jump and press (combined-press, leg and general) (parallel bars.

V. EVALUATION

A. Skill Tests

VI. SAFETY

A. Students should be well versed about each station.
B. Instructor should check each piece of equipment before students begin.

THE CHALLENGE COURSE

A challenge course may be used advantageously, particularly in conjunction with a physical fitness center. The information given below describes a specific course and gives suggested standards. These data may be of help in noting the ability and progress of individuals and may also provide a basis for comparative performance among individuals or groups.

The suggested course and standards were developed with the cooperation of officials in the Washington, D.C., public schools and recreation departments. Standards are based upon performances of Washington, D.C., school children. Local groups are urged to develop their own norms.

SUGGESTIONS FOR CONSTRUCTION AND LAYOUT

The following suggestions are offered for constructing the challenge course:

1. The equipment should be firmly built, with care taken to avoid sharp and dangerous corners, landings from jumps or vaults should have sufficient sand or sawdust to prevent injury.
2. Distances between pieces of equipment should vary from 5 to 15 feet.
3. The "challenge" items presented on the following pages appear in the same sequence as their position on the course.
4. The course should be 100 yards in length. If possible, the starting and finishing lines should be side by side. This makes it easier for recording times and supervising the participants.
5. All wood members used in construction of the course should be dressed on all four sides. The dimensions shown in the diagrams which follow are minimum dimensions.
6. Underground portions of wood members should be treated with creosote; portions above ground should be painted with a brown stain and wood preservative.
7. Wood posts may be either square or round in cross section.

RULES FOR RUNNING THE COURSE

Participants should observe the following rules in running the course.

1. Gymn sneakers or soft rubber-soled shoes should be worn.
2. Gymclothes may be worn if desired.
3. For each obstacle bypassed or not fully negotiated, a 10 seconds' penalty will be added to the recorded time.
4. Knocking the crossbar to the ground in the hurdle (first obstacle) constitutes only partial negotiation and a 10 seconds' penalty will be added to the recorded time.
5. For the hurdle (first obstacle) the bar height should be adjusted according to the following ages:
    a. 10 to 12 years of age, bar height 12 in. above ground (bottom hole)
    b. 13 to 14 years of age, bar height-30 inches above the ground (second hole from bottom)

c. 15 to 16 years of age, bar height 36 inches above ground (third hole from the bottom)

6. Participants must grasp each rung of the horizontal ladder (absolutely no skipping of rungs permitted). They must start on first rung and finish on the last rung.
7. In negotiating the dodge post run, contestants must run from right to left around each post.
8. A 10 seconds' penalty will be added to the total score of anyone losing balance and stepping off of the balance beam. In every case of losing balance, contestant must return to the balance beam. However, only 10 seconds' penalty will be added to the total score, regardless of how many times balance is lost.
9. Upon beginning and completion of the handwalk on the parallel bars, hands must be placed on the outer end beyond the vertical post (18 inch overhang). Participants should be encouraged to take small hand steps and keep the body rigid as possible.
10. Participants unable to continue must leave the course quickly and not obstruct other contestants.
11. Before negotiating the course for time, participants should have opportunity to learn the correct performance on the equipment (obstacles) and to develop sufficient endurance. Special practice may be had on obstacles that are most difficult. Two preliminary time trials may be given before recording the "official time."
12. Each participant should engage in general, vigorous exercise as a warmup before running the course.

STANDARDS OF ACHIEVEMENTS

The standards of achievement for the challenge course are listed for ages 10 through 17, both boys and girls; the boys use seven obstacles, the girls use six (wall climb eliminated.)

ENCOURAGEMENT OF COMPETITION

Public and voluntary recreation agencies are encouraged to conduct team competition based upon aggregate performances on the course. It is suggested that teams of six or more members each,of any age or sex representing any organization, compete with similar teams of other organizations, regardless of location, may compete by correspondence, telephone, or telegraph as long as each team performs on similar courses.

The simplest way of comparing team performances, assuming that each team is made up of the same number of individuals of similar ages and sex, is to add the individuals times made by each member; the team having the lowest total is the winner. TAKEN FROM "APPENDIX E Physical Fitness Elements in Recreation-Presidents Council on Youth Fitness."

ACHIEVEMENT STANDARDS FOR GIRLS

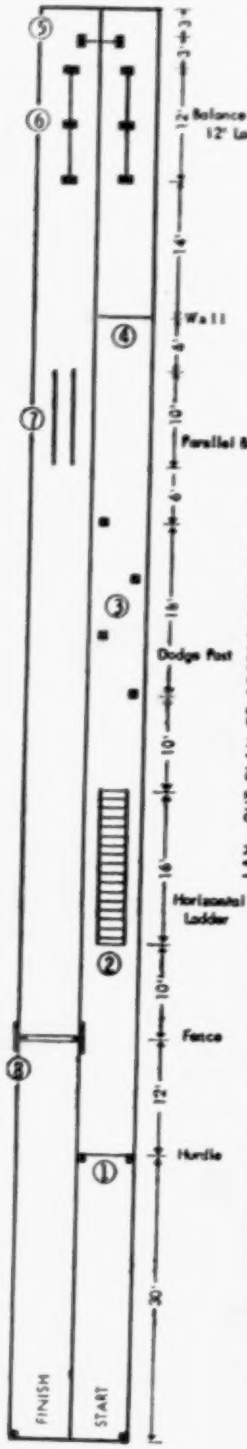
(6 obstacles in seconds or minutes & seconds)

	AGE							
CLASSIFICATION	10	11	12	13	14	15	16	17
EXCELLENT	1:07	1:03	1:00	57	55	59	56	57
GOOD	1:12	1:04	1:03	1:00	57	1:01	59	1:00
SATISFACTORY	1:15	1:09	1:05	1:02	1:01	1:03	1:01	1:02
POOR	1:20	1:13	1:12	1:07	1:06	1:10	1:09	1:07

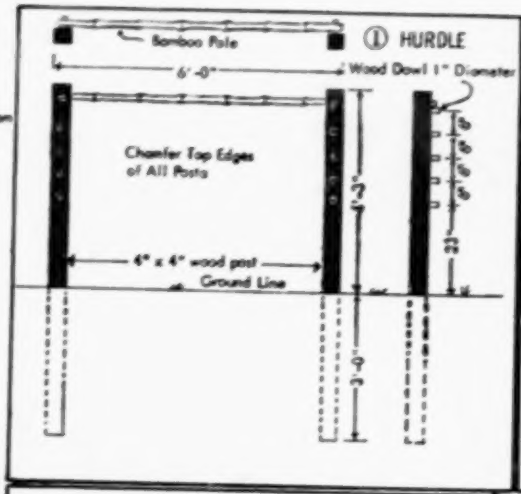
ACHIEVEMENT STANDARDS FOR BOYS

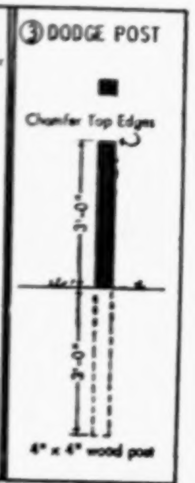
(7 obstacles in seconds or minutes and seconds)

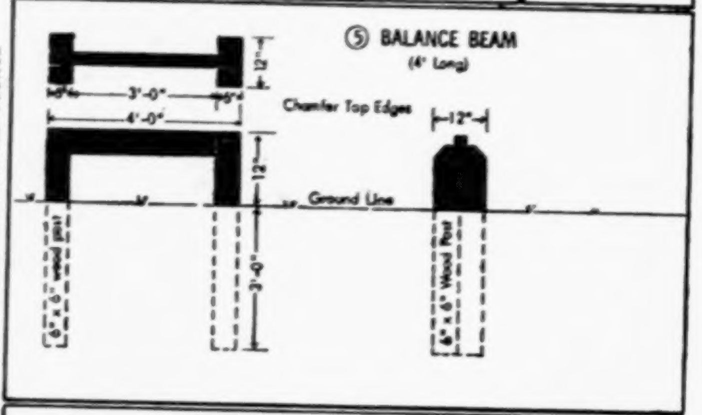
	AGE							
CLASSIFICATION	10	11	12	13	14	15	16	17
EXCELLENT	54	52	48	44	43	42	41	40
GOOD	58	56	53	48	47	45	44	43
SATISFACTORY	1:04	1:00	58	51	50	49	48	45
POOR	1:09	1:06	1:03	58	56	55	53	50

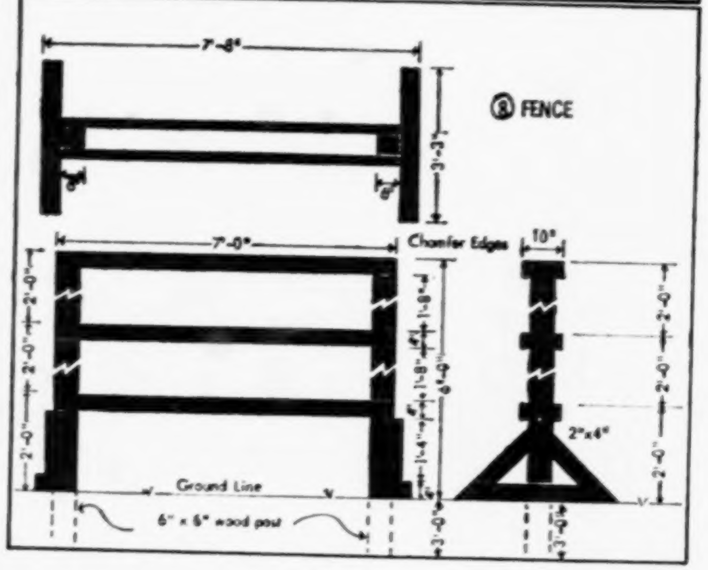

FINISH
START
①
②
③
④
⑤
⑥
⑦
⑧
30'
12'
10'
16'
10'
16'
6'
10'
6'
14'
12'
3'
3'
Hurdle
Fence
Horizontal Ladder
Dodge Post
Parallel Bars
Wall
Balance Beam 12' Long

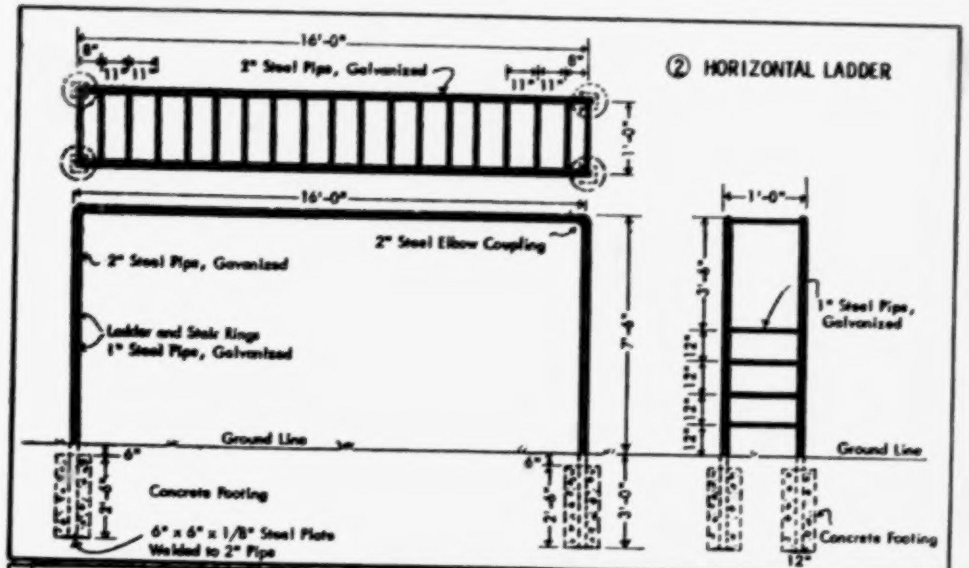
LAY - OUT PLAN OF OBSTACLE COURSE

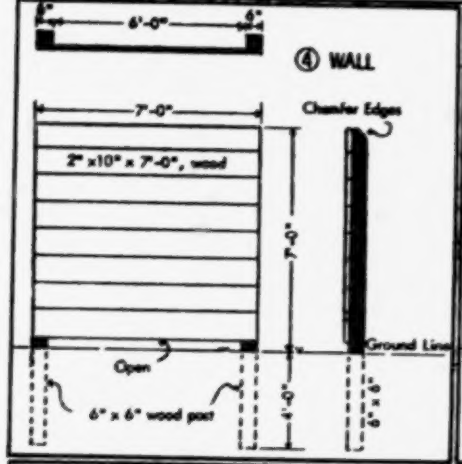

① HURDLE
Bamboo Pole
6'-0"
Wood Dowl 1" Diameter
Chamfer Top Edges of All Posts
4'-3"
4" x 4" wood post
Ground Line
3'-0"
6"
6"
6"
6"
23"

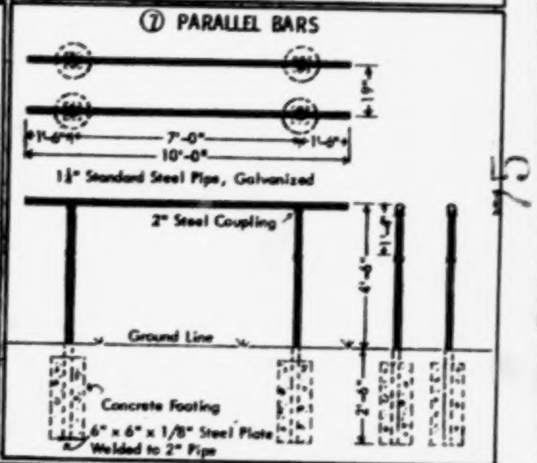

③ DODGE POST
Chamfer Top Edges
3'-0"
3'-0"
4" x 4" wood post

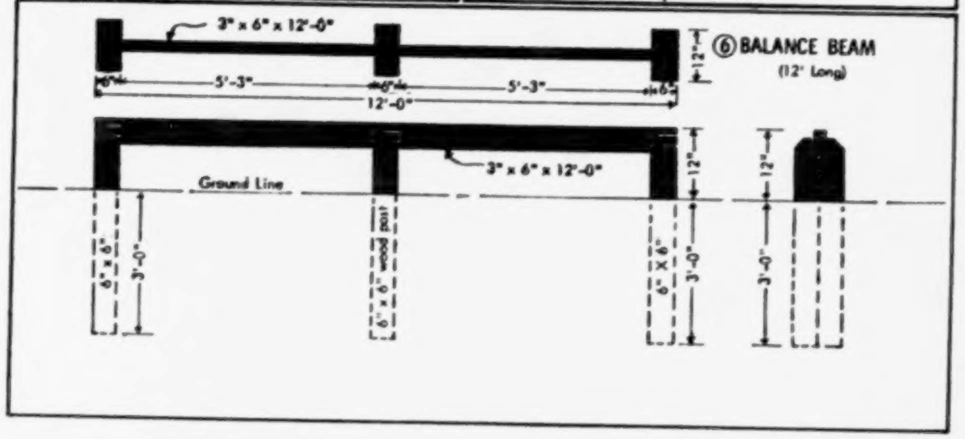

⑤ BALANCE BEAM
(4' Long)
12"
3'-0"
6"
6"
4'-0"
12"
Chamfer Top Edges
Ground Line
6" x 6" wood post
3'-0"
12"
6" x 6" Wood Post


⑧ FENCE
7'-8"
3'-3"
8"
8"
7'-0"
Chamfer Edges
10"
2'-0"
2'-0"
2'-0"
1'-8"
4"
1'-8"
4"
1'-4"
6'-0"
2"x4"
Ground Line
6" x 6" wood post
3'-0"
3'-0"


② HORIZONTAL LADDER
16'-0"
8"
11"
11"
8"
11"
11"
2" Steel Pipe, Galvanized
1'-0"
16'-0"
2" Steel Elbow Coupling
2" Steel Pipe, Galvanized
Ladder and Stair Rings 1" Steel Pipe, Galvanized
7'-6"
1'-0"
3'-6"
12"
12"
12"
12"
1" Steel Pipe, Galvanized
Ground Line
6"
2'-6"
3'-0"
Concrete Footing
6" x 6" x 1/8" Steel Plate Welded to 2" Pipe
12"


④ WALL
6"
6'-0"
6"
7'-0"
2" x10" x 7'-0", wood
Chamfer Edges
7'-0"
Ground Line
Open
6" x 6" wood post
4'-0"
6" x 6"


⑦ PARALLEL BARS
19"
1'-6"
7'-0"
1'-6"
10'-0"
1½" Standard Steel Pipe, Galvanized
2" Steel Coupling
1'-6"
4'-6"
Ground Line
Concrete Footing
6" x 6" x 1/8" Steel Plate Welded to 2" Pipe
2'-6"


⑥ BALANCE BEAM
(12' Long)
3" x 6" x 12'-0"
12"
6"
5'-3"
6"
5'-3"
6"
12'-0"
3" x 6" x 12'-0"
12"
Ground Line
6" x 6"
3'-0"
6" x 6" wood post
6" X 6"
3'-0"
12"
3'-0"

I. FIRST AID 25-28 (9th)

II. HISTORY

The St. John Ambulance Association, founded in London, England, in 1887, was largely responsible for standardizing techniques and organizing courses of instruction. While courses were originally planned for miners, policemen, and railwaymen, the movement rapidly widened to include other groups. The demand for the presence of trained first-aid units at public affairs led, in 1887, to the formation of the St. John Ambulance Brigade. The new England First Aid Association was established in 1904 in an effort to co-ordinate the many first aid organizations which quickly developed. In 1905 the organization was renamed the National First Aid Association and was incorporated under the District of Columbia. Under the initial presidency of Clara Barton, courses of instruction were developed, and the program, including the establishment of a Clara Barton Ambulance Corps in 1908, spread through many states. By 1907 interest had become world-wide, and the state committee on First Aid in Holland, the Samaritis Verein in Germany, and similar organizations in other countries were represented in the program. At the instigation of Clara Barton the ground work for the International First Aid Committee was laid during the same year. The American National Red Cross has been the leading exponent of first-aid training in the United States.

III. BASIC RULES AND REGULATIONS

The following general rules may be regarded as guide posts in caring for the injured until medical care is available.

A. Do not move the injured person unless the conditions surrounding the accident invite added danger. Keep him in a comfortable position until you can determine the extent of the injury.

B. Give immediate attention to injuries involving serious bleeding, stoppage of breathing, and oral poisoning.

C. Examine the victim for other injuries, slowly and carefully with a minimum amount of disturbance to the victim.

D. Maintain normal body temperature.

E. Secure medical aid. Make certain that the location of the accident and the first aid being given are accurately described.

F. Do not give fluids to an unconscious person. If the victim is conscious and medical aid is delayed for sometime, sips of water may be given at intervals.

G. Try to keep spectators away.

H. Maintain a calm reassuring attitude and try to keep the victim cheerful.

I. If the victim must be transported, move him carefully, and in a horizontal position, preferably on a stretcher.

IV. FUNDAMENTAL SKILLS AND DRILLS

A. Shock
  1. Prevention
  2. Care

B. Wounds and Bleeding
  1. Incisions
  2. Lacerations
  3. Puncture
  4. Severe bleeding
    a. Pressure points
    b. Direct pressure
    c. Tourniquet
  5. Internal bleeding
  6. Nose bleed
  7. Animal bites
  8. Poisonous snake bites
  9. Foreign bodies

C. Apnea (cessation of breathing)
  1. Treatment
    a. Back pressure-arm lift
    b. Oral
    c. Mechanical resuscitation

D. Poisoning
  1. Strong acids
  2. Alkalis
  3. Barbiturate
  4. Food

E. Unconsciousness
  1. Cause unknown
  2. Alcoholism
  3. Apoplexy
  4. Concussion
  5. Convulsions
  6. Fainting
  7. Heart failure

F. Effects of excessive heat
  1. Burns
  2. Heat exhaustion
  3. Sun stroke
  4. Frost bite

G. Injuries to bones, muscles and joints
  1. Sprain
  2. Strain
  3. Contusion
  4. Fracture

V. EVALUATION

A. Written test (American Red Cross Test)
B. Skill test (American Red Cross Test)

I. GYMNASTICS -- 29,30,31,32,33,34,35 (9th-12th)

II. HISTORY

The early Greeks considered gymnastics as feats of strength according to ones own individual ideas. Later the Greeks collected all their ideas and developed a system of training. These people spent as much time in gymnastics as they did in music and art. Homer's Illiad makes the earliest mention of gymnastics.

During the Middle Ages gymnastics dwindled. The knights staged tournaments but these did not involve gymnastic skills. During the latter part of the 18th Century gymnastics was revived in Germany and in 1811 Friedrich Ludwig Jahn opened his school of gymnastics.

After World War I gymnastics was generally grouped in three main groups: (1) Free exercise, (2) Exercise with light apparatus (wands, Indian clubs) and (3) Exercise with fixed apparatus (parallel bars.)

In the United States gymnastics is growing in popularity. Competition is held in Intercollegiate, Interscholastic and YMCA groups. Since the revival of the Olympic Games in 1896 both men and women have competed in gymnastics as a major sport.

III. BASIC RULES AND REGULATIONS

Rules and regulations for competition in gymnastics are determined by the Amateur Athletic Union. Both the A.A.U. and the DGWS publish a guide and rule book.

IV. FUNDAMENTAL SKILLS

Skills

A. Basic conditionings of strength to the abdominal, finger, arm and shoulder girdle.
   1. Push-ups
   2. Pull-ups
   3. Swinging
   4. Split lever
   5. Swing circle
   6. Leg raises in straddle position
   7. Leg raises in pike position

B. Flexibility development
   1. Front split
   2. Side split
   3. Deep bends
   4. High leg stretch
   5. Scale stretch
   6. Torso twist

C. Development of endurance
   1. Constant repetition of combination of movements
   2. Work on two or three skills at a time. Increase the number of skills until the entire routine is learned.

NOTE: The areas in gymnastics are not listed according to grade level. Gymnastics skills should be taught to each grade level and the students ability will determine advancement.

D. Parallel Bars
   1. Position to straight arm support
   2. Straight arm support hand walk
   3. Straight arm support to straddle seat
   4. Straight arm support to straddle seat to pinch and travel
   5. Straight arm with a leg circle.

E. UNEVEN PARALLEL BARS

   1. Skills (listed in order of difficulty)
      a. Swinging-up movements
      b. Bar to bar movements
      c. Fluid movements
      d. Regrasping movements

   2. Mounts
      a. Pullover or back hip circle
      b. Knee circle
      c. Flank vault
      d. The glide
      e. The glide uprise
      f. Crotch circle
      g. Glide kip
      h. Back kip
      i. Saddle catch
      j. Squat catch

   3. Rotation Movements Around The Bar
      a. Swinging hip circle
      b. Cast off hip circle
      c. Forward circle
      d. Seat circle
      e. Crotch circle

4. Swinging Movements
    a. Front cast with one half turn
    b. Sole circle
    c. Dislocate

5. Movements from Low Bar to High Bar
    a. Single leg bounce
    b. Push-up
    c. Kip
    d. Stoop circle to catch

6. Movements from High bar to Low Bar
    a. Drop circle
    b. Ankle pivot or Russian pivot
    c. Side to crotch position
    d. Drop glide

7. Movements from One Side of Bar to Other Side
    a. Simple turn
    b. Single leg squat through
    c. Double leg squat through

8. Regrasping Movements
    a. The cut and catch
    b. Back saddle jump
    c. Half twist
    d. Eagle catch

9. Dismounts
    a. Underswing from front support on high bar
    b. Underswing from hang position on high bar
    c. Hock swing dismount
    d. Front vault dismount
    e. Rear vault dismount
    f. Handstand stoop dismount
    g. Handstand straddle dismount
    h. Drop cast with ¼ turn
    i. Drop cast with ¼ turn dismount over low bar

F. BALANCE BEAM (GIRLS ONLY)

1. Skills
    a. Sitting
    b. Lying
    c. Rolling moves
    d. Running
    e. Jumping
    f. Turning

2. Simple Poses and Balances
    a. Front scale
    b. Back scale
    c. Knee scale

   d. Y. scale
   e. Sitting balance
   f. Straddle stand balance
   g. Needle scale
   h. The lunge

3. Mounts
   a. Squat stand
   b. Straddle mount
   c. Single leg squat mount
   d. Scissors mount
   e. Bent knee stand
   f. Forward shoulder roll mount
   g. Forward head roll mount
   h. Forward shoulder stand mount

4. Turns and Pivots
   a. Simple pivot
   b. Rear leg swing
   c. Front leg swing
   d. Squat pivot
   e. Arabesque turn

5. Jumps and Leaps
   a. Switch steps
   b. Front scissors kick
   c. Squat leap
   d. Split leap
   e. Cat jump
   f. Giant leap

6. Forward or Backward Rolling Movements
   a. Forward shoulder roll
   b. Backward shoulder roll
   c. Forward head roll
   d. Backward head roll
   e. Back shoulder stand and layout straddle rollout
   f. Front shoulder stand
   g. Cartwheel to a handstand
   h. English handstand
   i. English handstand roll (forward)
   j. English handstand straddle down (backward)

7. Dismounts from the Beam
   a. Layout release dismount
   b. Handstand ¼ turn dismount
   c. Handstand straddle dismount
   d. Handstand stoop dismount
   e. Handstand "English" dismount

G. THE SIDE HORSE VAULT (BOYS AND GIRLS)

1. Basic Skills
    a. The approach
    b. The take off
    c. The flight
    d. The landing

2. Basic vaults (listed in order of difficulty)
    a. Flank vault
    b. Straddle vault
    c. Straddle vault with ½ twist
    d. Squat vault
    e. Headspring vault
    f. Straight body squat vault
    g. Flank vault with ¼ turn
    h. Layout straddle vault
    i. Layout stoop vault
    j. Handstand ¼ turn outward
    k. Straight arm handspring
    l. Handstand pivot cartwheel
    m. Handstand straddle vault
    n. Handstand stoop vault
    o. Handstand squat vault
    p. Giant cartwheel vault

H. Long Horse Vaulting (Boys)

This event should not come before the student has learned the side horse fundamentals.

a. Approach—close to start with.
b. Beat board or take off board close to start with.
c. Spotting the student with wrist and forearm.
d. Start with tuck or knee bent position first gradually full length position.
e. Stress form from the start—completely through the move.
f. Gradually move take off board a little back and work on flight. If available you might use over head safety belt. Explain the position of flight 30 through and over (body-toes).
g. Make sure each student marks off or uses correct number of steps on every approach.
h. Beat or take off board should be set at a specific distance from long horse.
i. Correct form should be stressed on the following: Approach, flight, over horse and landing.

I. Still Rings (Boys)

a. Position to a mount—without swinging. How to mount without causing the rings to swing and yourself.
b. Position of body and feet for pull up or chin up.
c. One arm cross then the other arm cross

- d. Pike position
- e. False lever position
- f. Inverted hang
- g. One leg cut off
- h. Kip to front support position
- i. Front uprise—back up rise
- j. Should hand stand

J. Free Exercise—girls allowed to pause and use music. Boys — no pause and no music.

1. Components of Free Exercise
    - a. Size of area
    - b. Time limit
    - c. Use of strength movements
    - d. Floor pattern
    - e. Use of music

2. Tumbling movements
    - a. Basic
        - (1) Forward rolls
        - (2) Backward rolls
        - (3) Cartwheels
        - (4) Back extensions
        - (5) Roundoff
        - (6) Front walkover
        - (7) Back walkover
        - (8) Tinsica
        - (9) Headspring
        - (10) Front handspring

    - b. Advanced
        - (1) Back handspring or flip
        - (2) Back somersault
        - (3) Front somersault
        - (4) Handspring walkover
        - (5) Arabian mounter
        - (6) Aerial walkover

3. Movements From Floor to Standing
    - a. Backward roll to straddle stand
    - b. Forward roll to feet
    - c. One leg tuck to stand
    - d. Backward roll to squat stand
    - e. Back extension
    - f. Neckspring to stand
    - g. Sitting flip flop
    - h. The valdez

4. Static or Hold Positions
    - a. Front scale
    - b. Jump to handstand
    - c. Side split

   - d. Flip flop to front split
   - e. Back walkover to front split
   - f. Yogi handstand
   - g. Headspring to deep straddle split

5. Change of Direction Movements
   - a. Turn into cartwheel
   - b. Back walkover
   - c. Handstand pivot
   - d. Abesque turn
   - e. Knee spin
   - f. Seat spin

K. TUMBLING

1. Individual Stunts and Tumbling
   - a. Squash
   - b. Jump and slap heels
   - c. Jumping jack
   - d. Log roll
   - e. Half top spin
   - f. Upswing
   - g. Egg sit
   - h. Egg roll
   - i. Full top spin
   - j. Turk stand
   - k. Bells or click
   - l. Jump foot
   - m. Dip
   - n. Push-ups
   - o. Seal slap
   - p. Corkscrew
   - q. Knee dip
   - r. Tangle
   - s. Nose dive
   - t. Human ball
   - u. Through the stick
   - v. Frog dance
   - w. Bear dance
   - x. Single squat
   - y. Elbow dip
   - z. Jump the stick

2. Dive

3. Forward roll

4. Backward roll

5. Inverted Balances
   - a. Shoulder rest
   - b. Tripod
   - c. Tip-up

- d. Head stand
- e. Forearm head stand
- f. Cartwheel
- g. One hand cartwheel
- h. Hand stand
- i. Walking on hands
- j. Forearm stand
- k. Round off

6. Springs and combination stunts
   - a. Kip or neck spring
   - b. Head spring
   - c. Hand spring
   - d. Hand stand to forward roll
   - e. Hand stand to chest roll
   - f. Backward roll to hand stand
   - g. Backward roll to head stand

7. General stunts
   - a. Wring the dishcloth
   - b. Twister
   - c. Bouncing ball
   - d. Chinese get-up
   - e. Double walk
   - f. Leap frog
   - g. Rocker
   - h. Churn the butter
   - i. Archway
   - j. Eskimo
   - k. Double cartwheel
   - l. Double backbends
   - m. Ankle throw to feet
   - n. Partner pull-over
   - o. Back to back roll

8. Balances
   - a. Horizontal stand
   - b. Stand on partner
   - c. Triangle
   - d. Chest stand
   - e. Angel balance
   - f. Knee shoulder stand
   - g. Table or box balance
   - h. Back angel balance
   - i. Sitting balance
   - j. Standing mount

L. Horizontal Bar
   1. Free high bar
   2. Wall high bar
   3. Outside bar
   4. Bar chest high

    - a. front grip
    - b. reverse grip
    - c. overhand under grip
    - d. front the bar
    - e. knee circle
    - f. hip circle (front-back)
  - 5. Regulation height
    - a. mount to swing
    - b. dismount
    - c. mount to front arm support
    - d. front arm support to front hip circle
    - e. front arm support to back hip circle
  - 6. Mount to Kip
    - a. position (body)
    - b. swing legs to bar
    - c. back swing
    - d. position (arms)
    - e. Pull and press of arms
    - f. combination of above five

M. Mats

I. Basic rules and regulations

A. Students must never be allowed to attempt a stunt for which they have not learned the basic fundamentals.

B. Students should never try an advanced stunt without the proper spotters.

II. BASIC SKILLS

A. Forward Roll
  1. Lean forward, place chin on chest
  2. Place hands on mat and roll forward placing weight on the back of the head

B. Backward roll
  1. Stand with back to mat
  2. Hands extended upward, knees bent
  3. Tuck chin in, hands over shoulders and roll backward

C. Shoulder roll
  1. Face mat and lean forward
  2. Place hands on mat and swing right arm across body and roll on right shoulder

D. Dive Roll
  1. Same as front roll except take-off is increased

III. Advanced Stunts

A. Forearm balance and hand balance

1. Place forearms on mat
2. Flip feet up against wall to get body balance
3. Move out from wall and perform stunt

B. Round off
   1. Place hands close to take-off foot
   2. Snap feet down to where hands were

C. Front Flip
   1. Use the belt
   2. Flip over back

IV. Dual Stunts

A. Knee-shoulder balance
B. Swan balance
C. Foot to hand balance
D. Double roll
E. Back to back pullover

V. Group Stunts

A. Pyramids

VI. Safety

A. Break a fall correctly
B. Correct procedures in spotting

VII. Evaluation

A. Score card
   1. Record number of stunts each person can perform individually or dually.

N. HORSE

I. Basic Rules and Regulations

A. Do not try any trick without a spotter
B. Know the parts of the apparatus
C. Keep spotter aware of the trick you are going to perform.

II. Basic Skills

A. Front support and back support positions
   1. Practice these until balance, coordination and strength are developed

B. Squat Vault
   1. Student jumps on the horse with both feet while holding the pommels

2. Practice this and then complete the vault over the horse.

C. Rear Vault
   1. Vault up to a seat landing on the rear of the horse.
   2. Practice this and then complete the vault over the horse.

D. Straddle Vault
   1. Jump up on the horse in a straddle position with the hands remaining on the pommels.
   2. Now jump off.
   3. Practice this and then go over the horse without touching your feet.

III. Safety
   A. Correct procedures in spotting.
   B. Ample mats under and around the apparatus.
   C. Ample number of spotters.

IV. Evaluation
   A. Scorecard
      1. Record the number of stunts which each student can perform.

I. TRAMPOLINE

II. HISTORY

III. BASIC RULES AND REGULATIONS

   A. Positions of students around tramp (spotters)
   B. Position of student performing.
   C. Type of mounts and dismounts
   D. Position of student while on tramp (center)
      1. Feet wide as shoulders
      2. Walk around trampoline
      3. Ten bounces
      4. Kill bounce

IV. FUNDAMENTAL SKILLS

   A. Ten bounces on center
   B. Kill bounce
   C. Two tucks (pull knees to chest)
   D. Two side straddle (feet and hands out)
   E. Two pikes (touch shins)
   F. Three turns (one-fourth, one-half, three-fourths and one)
   G. Elementary moves (start with these moves if the individual has mastered above skills.)

      1. Knee Bounce
         a. The toes point behind
         b. The head is up, eyes looking straight ahead
         c. The hips are slightly flexed

2. Seat Drop
    a. Legs are extended
    b. Trunk is slightly inclined backward
    c. Hands are flat on canvas in back of hips

3. Back Drop
    a. Legs are raised over the head
    b. Weight is taken on the upper back
    c. Head is held up slightly

4. Front Bounce
    a. Feet are extended backward
    b. Entire body hits flat on canvas
    c. Arms are outstretched

5. Front Flip
    a. Knee bounce and flip over to seat drop
    b. Tuck head sharply
    c. Then flip from feet to feet

6. Back Flip
    a. Do a back drop pullover
    b. Bring knees up to chin and throw head back
    c. Look for mat

V. EVALUATION

A. Scoreboard
  1. Record number of tricks each student can perform.
    a. Skill test (refer to page 126)
    b. Written test

VI. SAFETY

A. Breaking a fall correctly
B. Correct procedure in spotting
C. Correct mounts and dismounts
D. Inspect equipment
  1. Check bars for cracks and tightness
  2. Inspect overhead fittings for safety belts
E. Have enough floor mats to provide adequate padding.
  1. Double thickness for many stunts
  2. Arrange mats around equipment to allow maximum safety
  3. Do not allow lumps or uneven surfaces
  4. Place mats over equipment for certain stunts
F. Have gymnastic chalk available for preventing slipping
G. Provide the best possible situation for activity
  1. Remove hazardous objects
  2. Avoid distractions such as yelling during difficult stunts
H. Lower equipment while teaching stunts
I. Emphasize spotting. Teach students to spot. Never allow students to work without spotters.

J. Know condition of student at the beginning of activity in order to know his limitations.
K. 1. Watch for signs of fatigue
   2. Gradually increase work period
L. Go step by step, making sure students have enough skill before progressing to next step.
M. Organize and supervise carefully.

I. PHYSICAL FITNESS 36 (7th-12th)

II. HISTORY

Since its origin in 1885, the American Association for Health, Physical Education and Recreation has had an interest in physical fitness. During the war years physical fitness was always at its peak; however, once the wars were forgotten fitness was on the decline again. The greatest emphasis on physical fitness was due in part to the draftee rejection rate during the Korean War. This emphasis can also be credited to the dedicated work of Hans Kraus and his associates whose findings encouraged President Eisenhower to call a conference on Fitness of American Youth in June of 1965. As a result on September 6, 1965 the Presidents Council on Youth Fitness was created. In a meeting of the AAHPER Research Council in February 1957 the initial planning for the Youth Fitness Project took place. Looking upon the project as a pilot study the council agreed on plans for a survey of the fitness of American Youth. After two days deliberation the tests for the survey were agreed upon by the council and a nationwide sampling was planned. In August 1957 after the selection of a representative sample of American Youth, letters were sent to the schools asking for their cooperation in conducting the tests. Each school was furnished with a mimeographed form to be filled out after the completion of all tests. These completed forms were sent to the University of Michigan where the information was compiled and transferred on to IBM cards. The development of the percentile table was completed late in 1958.

III. BASIC RULES AND REGULATIONS

A. The Youth Fitness Test consists of seven test items which are given in the gymnasium or outdoors, and three aquatic tests.

1. Pull-ups-Boys

(1) Allow one trial unless it is obvious that the pupils have not had a fair chance.
(2) The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the pupil starts swinging check this by holding your extended arm across the front of the thighs.
(3) The knees must not be raised and kicking of the legs is not permitted.

(4) Record the number of completed pull-ups to the nearest whole number

2. Pull-ups-Girls

(1) The stop watch is started as soon as the subject takes the hanging position.
(2) Time is recorded until arms lose all flexion and become straight.

3. Sit-ups

a. Rules

(1) The fingers must remain in contact behind the neck throughout the exercise.
(2) The knees must be on the floor during the sit-up but maybe slightly bent when touching elbow to knee
(3) The back should be rounded and the head and elbows brought forward when sitting up as a "curl" up
(4) When returning to starting position, elbows must be flat on the mat before sitting up again.
(5) One point is given for each complete movement of touching elbow to knee. No score should be counted if the finger-tips do not maintain contact behind the head, if knees are bent when the pupil lies on his back or when he begins to sit up, or if the pupil pushes up off the floor from an elbow. The maximum limit in terms of number of sit-ups shall be: 50 sit-ups for girls, 100 sit-ups for boys.

4. Shuttle Run

a. Rules
(1) Allow two trials with some rest between.

5. Standing Broad Jump

a. Rules
(1) Allow three trials
(2) Measure from the take-off line to the heel or other part of the body that touches the floor nearest the take-off line.
(3) When the test is given indoors, it is convenient to tape the tape measure to the floor at right angles to the take-off line and have the pupils jump along the tape. The scorer stands to the side and observes the mark to the nearest inch.

6. 50 yard dash

a. Rules
   (1) The score is the amount of time between the starter's signal and the instant the pupil crosses the finish line.
   (2) Record in seconds to the nearest tenth of a second.

7. Softball throw for distance

   a. Rules
      (1) Only an overhand throw may be used.
      (2) Three throws are allowed.
      (3) The distance recorded is the distance from the point of landing to the nearest point on the restraining line.
      (4) Record the best of the three trials to the nearest foot.

8. 600 Yard Run-Walk

   a. Rules
      (1) Walking is permitted but the object is to cover the distance in the shortest possible time.
      (2) Record in minutes and seconds.

9. Aquatic Tests

   a. Test 1: Subject starts in the water and swims a distance of 15 feet, using a stroke or strokes of his own choice. Test is scored as "pass" or "fail".

   b. Test 2: Subject jumps into water over his head. He is then required to swim 15 yards; turn around, swim back half the distance; turn on back and rest for one-half minute; turn onto front and swim to starting point. Test is scored as "pass" or "fail".

   c. Test 3: On the signal "GO" subject dives into water and swims 100 yards. Time is kept from the signal "GO" until subject completes the 100 yards. Record to the nearest second.

IV. FUNDAMENTAL SKILLS

A. Youth Fitness Test (AAHPER)

1. Pull-ups
2. Sit-ups
3. Shuttle run
4. Standing broad jump
5. 50 yard dash
6. Softball throw for distance
7. 600 yard-run-walk

B. Marine Fitness Test
   1. Squat jumps
   2. 300 yard run (if not enough space available use the alternate test-"squat thrust")
   3. Push-ups
   4. Squat thrust (alternate)
   5. Sit-ups
   6. Pull-ups

V. TESTS FOR EVALUATING PHYSICAL DEVELOPMENT(refer to pages 127-130)
   A. Pull-ups for boys--flexed-arm hang for girls. (arm and shoulder strength)
   B. Sit-ups--(flexibility and abdominal strength)
   C. Shuttle run--(agility)
   D. Standing broad jump -- (leg strength)
   E. Fifty-yard dash--(speed)
   F. Softball throw for distance (arm strength)
   G. Six hundred yard-run-walk--(endurance)

VI. SAFETY

   A. Warm up exercises should be given before any activity is attempted.
   B. After a long distance run have the individual "walk out" their muscles before they sit down.
   C. Do not allow an individual to participate in a long distance run if they have recently been ill.

I. WEIGHT LIFTING 37 (9th-12th)

II. HISTORY

Began with the ancient Greeks using stones, and is highly specialized today.

III. BASIC RULES AND REGULATIONS

   A. The number of people participating in a weight training program may range from one to well over one hundred students and athletes.
   B. The amount of equipment purchased should be determined by the following:
      1. The expected number of participants in the program.
      2. The amount of money available.
      3. The size and arrangement of the facilities.
   C. The barbell and two dumbbells are basic equipment. With them a complete training program can be very successfully conducted. On the other hand, the group with a large budget can find an inexhaustible supply of accessory equipment through available magazines and catalogs. Some of the equipment is recommended, but purchase of

large amounts is unwarranted since there is little time to use accessory equipment during a supervised program.

IV. FUNDAMENTAL SKILLS AND DRILLS

A. Warm-up--before any weight is lifted there should be a vigorous warm-up period of 6 to 8 minutes. The warm-up may be in the form of calisthenics or may be a combination of calisthenics and light lifting exercises.

B.

Exercise	Value	Repetitions
One-lap jog around track.	Stimulate circulation and raise body temperature	1
Side-straddle hop.	Stimulate arm and body circulation	20
Trunk rotation	Increase spine flexibility	10 (r&l)
Neck rotation	Increase neck flexibility	10 (r&l)
Toe touch	Stretch low back muscles behind knees	15
Squat thrust	Stimulate leg and trunk circulation	15
Arm circling	Increase shoulder flexibility	10 (r&l)

There are over 700 exercises that can be done with weights. Quite obviously there is time to perform only a few. These must be picked carefully. The program below exercises the major muscle groups of the body and the lifts are so arranged that no two exercise the same muscle groups in succession.

C. Activity

1. Overhead press
2. Stiff legged dead lift
3. Two arm curl
4. Bench press
5. Sit-ups
6. The number of sets for a beginner for each exercise should be one and the number of repetions 10 -15.

V. EVALUATION

A. Grades given for improvement according to check list.

VI. SAFETY

A. Group by ability
B. Securely fastened weights
C. Proper progression
D. Student's knowledge of spotting
E. Proper warm-up period

C. MAXIMUM UTILIZATION OF TIME AND SPACE

Perhaps the most important work in physical education is "organization". Around this simple word revolves a successful program or one that fails.

1. TIME: There are all kinds of "tricks of the trade" that each of us use daily, probably without even thinking. Listed below are just a few ideas of time savers.

   a. Use of a student assistant and squad leader. The student assistant can check roll, as each squad leader gives her the needed information. All this goes on while the class is lined up in squads doing exercises. They are working, while the roll is being checked, and the teacher is free to watch the entire class.

   b. Organization of drills. For the best learning situation try to have each squad small in number. More can be practiced in less time, the extra time being used for further instructions.

   c. Repetition of grade recording. Let your student assistant use your roll-book to mark absences, etc., when permissible by school officials. There are fewer chances of error plus time saved.

   d. Exams, make-up work. Try scheduling missed tests or written exams for after school. This will enable you to be free to give instructions, not using class time to do so.

   e. Voice projection. When teaching in the gym, use a loud speaker. Instructions are heard and understood, and valuable time can be saved in not repeating.

a. SPACE: a. Program for the year. The physical education department should meet during pre-school and decide upon a master schedule so each teacher knows what he is teaching, where and when. As the master schedule is developed, the areas needed can clearly be seen avoiding two activities scheduled for the same place at the same time.

b. Definition of areas. Each area should be labelled as a "station". This avoids confusion as to one area that may be divided into two sections. For example, a large field may be stations 1 and 2, an outside court station 3, the gym station 4, etc.

c. Rainy day schedule. During a pre-school physical education departmental meeting, the department head should assign available indoor space to each teacher for each period. This will avoid confusion on the part of pupil and teacher.

There is no substitution for careful preparation and organization of classes. If this is done, utilization of time and space will not be an unsolved problem.

D. PLANNING THE DAILY LESSON FOR MAXIMUM EFFECTIVENESS

1. Activity
2. Objectives
   a. General
   b. Specific
3. Facilities
   a. Equipment
   b. Space
4. Activity, Organization and description and/or procedure
5. Anticipated difficulties inteaching lesson
6. Evaluation of lesson taught
7. Resources

E. HOW TO TEACH SKILLS IN PHYSICAL EDUCATION CLASSES

1. Explanation

   a. Verbal
   b. Written
   c. Audio-visual

2. Demonstration of skill or activity

3. Practice

   a. Drills
   b. Game type drills
   c. Game situations

4. Individual help

IV. EVALUATION OF THE PHYSICAL EDUCATION PROGRAM

A. PHYSICAL FITNESS TESTS 46

> "It is of great importance that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit--fit to learn, fit to understand, to grow in grace and stature, to fully live."
>
> ---John F. Kennedy

Physical fitness is not merely muscular development or the ability to pass one of the fitness tests which are being used more and more in our schools. Instead it is a mixture of the best possible bodily health plus the physical condition to perform every day tasks effectively and to meet emergencies as they arise.

Many components of fitness are involved in testing, and obviously physical fitness cannot be measured by a single test item. Therefore, fitness tests often vary from a few simple items to a more comprehensive battery of tests.

Muscular strength is measured by testing a child's ability to propel his body through space in a vertical jump and a standing or running broad jump.

Cardiorespiratory endurance is measured by a child's ability to run.

Many other factors are also measured in the various activities involved in physical fitness testing: speed and agility, coordination, flexibility and balance.

1. AAHPER Youth Fitness Test 36

    a. Pull-ups (arm and shoulder strength)
        (1) Regular--boys
        (2) Flexed-arm hang--girls
    b. Sit-ups (flexibility, abdominal strength)
    c. Shuttle run (agility)
    d. Standing broad jump (leg strength)
    e. 50 yard dash (speed)
    f. Softball throw for distance (arm strength)
    g. 600 yard run-walk (endurance.

2. MARINE FITNESS TEST 45

    a. Squat jump (leg strength)
    b. 300 yard run (endurance)
    c. Push-ups (muscular endurance)
    d. Squat thrust
    e. Sit-ups (flexibility, abdominal strength)
    f. Pull-ups (arm and shoulder strength)

B. SKILL TESTS

1. INDIVIDUAL

ARCHERY

Many rounds are suggested and described in the DGWS Archery Guide. These rounds vary in distance, number of arrows and skill needed. Skill tests may be made up by using official rounds and keeping score properly and also by modifying these rounds to better suit the time element.

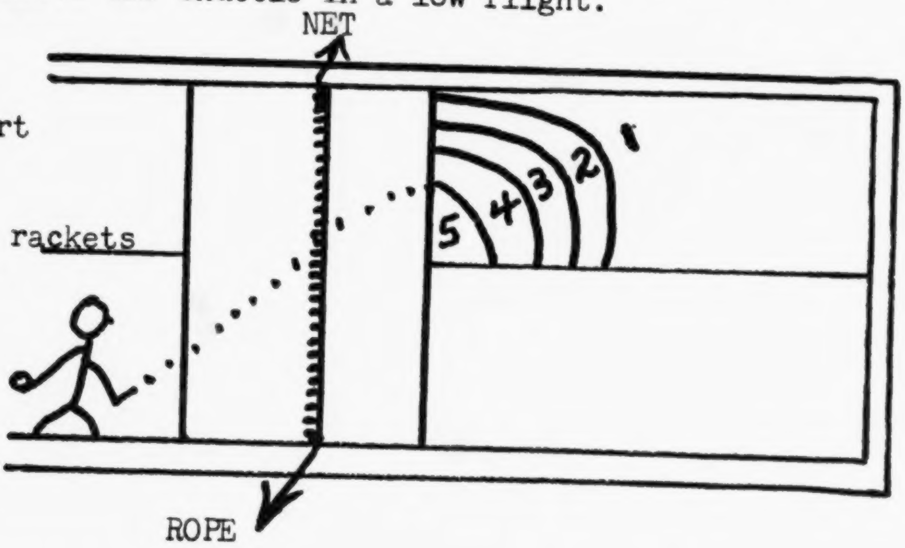
BADMINTON

SHORT SERVE

PURPOSE -- to measure the accuracy of placement and ability to serve the shuttle in a low flight.

EQUIPMENT

Regulation court
Rope
Shuttles
Tightly strung rackets
Floor markings



Using the intersection of the short service line and the center line as a midpoint, describe a series of arcs in the right service court at distances of twenty-two (22) inches, thirty (30) inches, thirty-eight (38) inches, and forty-six (46) inches from the midpoint, the measurement including the width of the two (2) inch line. Extend these arcs from the short service line to the center line, as indicated in diagram. Lines should be painted in different colors to facilitate scoring accuracy. Washable paint is suggested.

A clothesline rope is stretched twenty (20) inches directly above the net and parallel to it, attached to the same standards as the net.

PROCEDURE

Stand any place in the right service area diagonally opposite the target, and serve ten (10) times, attempting to send the shuttle through the space between the rope and the net in such a manner that it lands in the right service court for a doubles game. The serve must be legal, and no score is given for any trial which fails to pass between the rope and net or which fails to land in the proper service court for a doubles game. Any shuttle landing within an area is scored as shown in the diagram. Shuttle landing on a dividing line receives the higher score.

SCORING

The score for the entire test is the total points scored in (10) ten serves.

BADMINTON

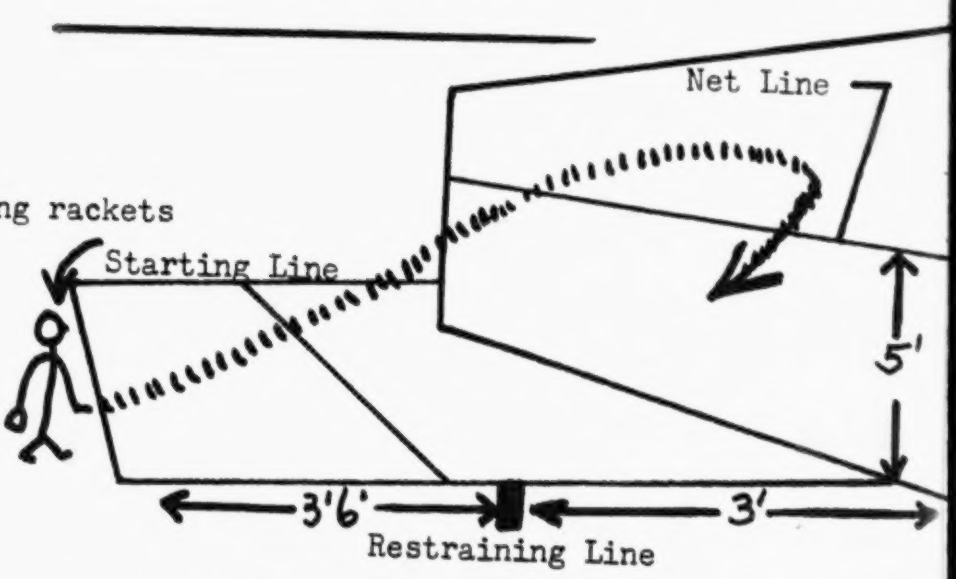
WALL VOLLEY TEST (Lockhart and McPherson, Pg. 402, 1949))

PURPOSE

To measure badminton playing ability, power and coordination.

EQUIPMENT

New Shuttles
Tightly strung rackets
Stop watch
Wall space
Markings



Mark a one inch wide net line on the wall 5 feet above and parallel to the floor. Mark a starting line on the floor $6\frac{1}{2}$ feet from the base of the wall and a restraining line 3 feet from the wall and parallel to the starting line.

PROCEDURE

Player stands behind the starting line holding the racket and shuttle. On signal, he serves the shuttle in a legal manner against the wall on or above the net line. Only hits on or above the net line are considered good. If the restraining line is crossed, the hit is not counted but the shuttle is still in play. If the shuttle is missed or gets out of control, player must retrieve it and continue by putting it in play from behind the starting line. The shuttle is played as many times as possible against the wall for thirty seconds. Three trials are given to each player with rest permitted between trials and a practice period of fifteen seconds is given before the first trial.

SCORING

The score is the number of legal hits made on or above the net line.

BADMINTON

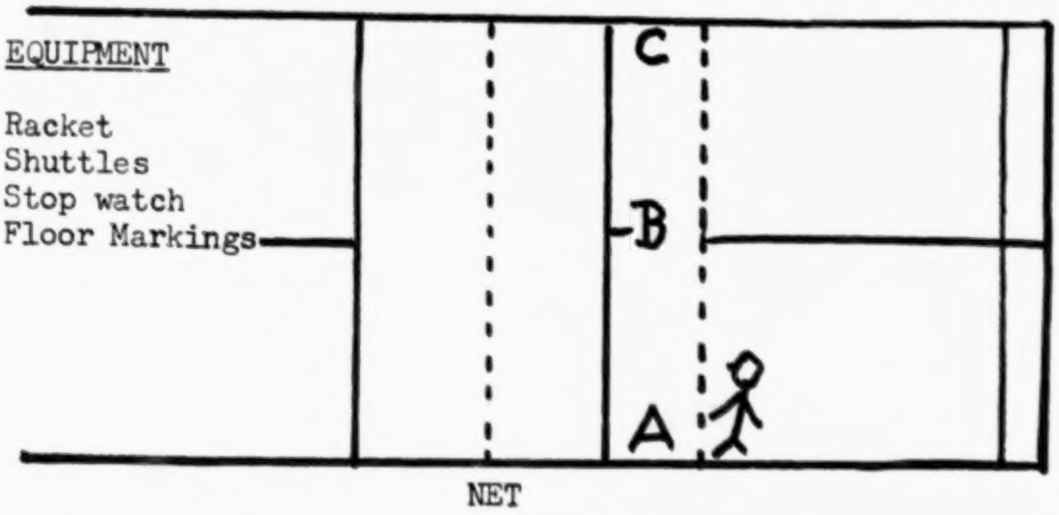
SHUTTLE FOOTWORK TEST 2

PURPOSE

To measure aspects of proper footwork and speed of movement.

EQUIPMENT

Racket
Shuttles
Stop watch
Floor Markings



Use the side boundary lines for singles and the center line on a regulation court. Mark one boundary line A and the opposite boundary line C. Mark the center line B.

PROCEDURE

Player stands facing the net on boundary line "A". On signal, move sideward in a direction parallel to the net to the opposite side boundary line "C", using sliding steps or turning and running alternating or shuttling back and forth between "A" and "C" for a period of fifteen seconds. One point is scored if the center line has been passed at the end of the fifteen seconds. If player fails to touch a side boundary line, it is a foot fault and does not score. Each player will have three trials of fifteen seconds each.

SCORING

Total score for each trial is the number of times a side line is touched. The best score of the three trials is recorded.

BADMINTON

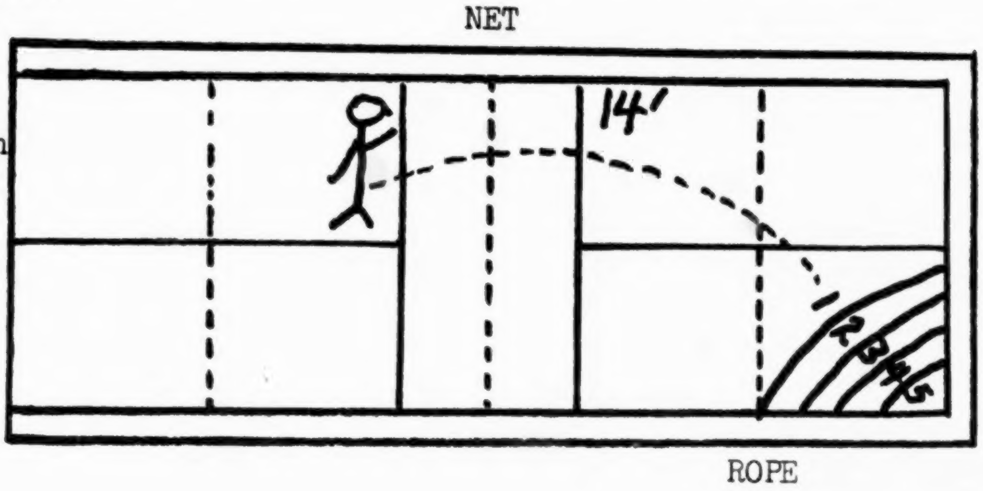
LONG SERVE

PURPOSE

To measure ability to place the serve high and to the rear of the court.

EQUIPMENT

Regulation court
Rope
Shuttles
Tightly strung rackets
Floor markings



Using the intersection of the long service line and the left side boundary line for singles as a midpoint, describe a series of arcs in the left service court at distances of 22 inches, 30 inches, 38 inches, and 46 inches from the midpoint, the measurement including the width of the 2 inch lines. Extend these arcs from the long service line to the side line as indicated in the diagram. A rope is stretched across the court 14 feet from the net and parallel to it, at a height of 8 feet from the floor.

PROCEDURE

Player stands any place in the service area diagonally opposite the target, and serves 10 (ten) times, attempting to send the shuttle over the rope in such a manner that it will land in the target at the rear of the left court. No score is given for any trial which fails to go over the 8 foot rope or which fails to land in the service court. Any shuttle landing within an area is scored as in the diagram. Shuttle landing on a line receives the higher score. It is a foul and does not score if the serve is illegal.

SCORING

The score for the entire test is the sum of ten (10) trials.

BADMINTON

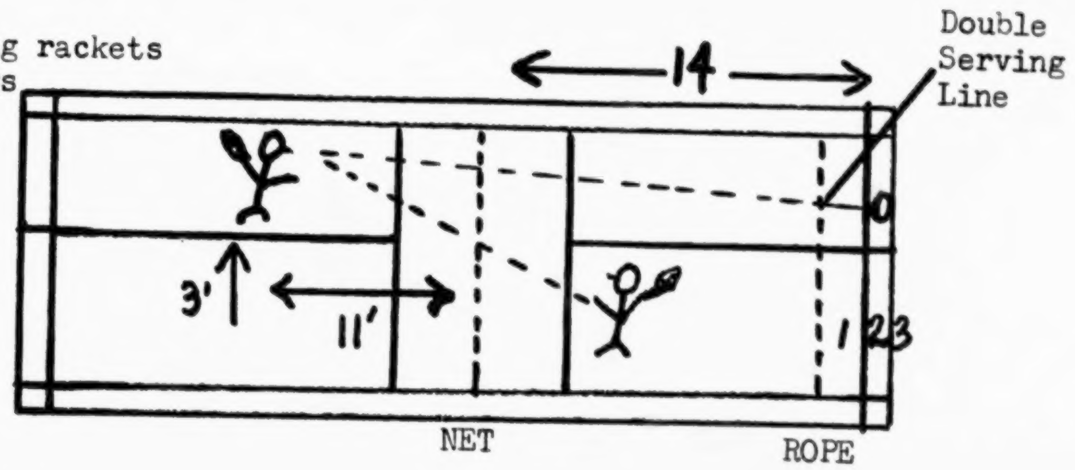
CLEAR TEST

PURPOSE

To measure power and wrist strength in executing a good clear serve.

EQUIPMENT

Regulation court
Rope
New Shuttles
Tightly strung rackets
Floor markings



A rope is stretched across the court 14 feet from the net and parallel to it, at a height of 8 feet from the floor. Mark a line 2 feet farther from the net than the rear service line in the doubles game. Extend the line to the doubles boundary side line. On the opposite side of the net, mark 2 inch squares 11 feet from the net and 3 feet from the center line.

PROCEDURE

Player stands between the two square marks on the court opposite the target. Person (figure 1) assisting with test stands on intersection of the short service line and the center line on the same side of the net at the target and serves the shuttle to the person (figure 2) being tested. Shuttle must cross the net with enough force to carry it as far as the two squares before it touches the floor. If it does not go that far or is outside the space between the two squares, player being tested should not play it. Player may move any place on the floor as soon as the shuttle has been hit to him. Only shuttles actually played by player being tested count as trials. The player attempts to send the shuttle by means of a clear stroke above the rope so that shuttle lands on the target. Five trials are allowed. Any shuttle landing within an area or on the line is scored as shown in diagram. Shuttle landing on dividing line receives score of the higher area. No score is given for any trial failing to go over the rope or failing to land in the target area. It is considered foul and does not count if the stroke is "carried" or "slung".

SCORING

The score for the entire test is the total of five trials.

BOWLING

1. Bowl one, two, or three games if possible. Score keeping should be included.
2. Grade students according to the number of times they can hit (roll the ball over) a specific mark.
3. It is usually possible to set up only specific pins and have the student aim at these pins. ex. 7 or 10, 5, 1-3-5.
4. For advanced students spares should be set up. The students can be graded on picking up the spares and splits. Example 6-7-10, 5-10.

CASTING

1. Set up targets at varying distances. Score the student 10 points--inside target, according to hits, and 5 points--hitting edge of target.

DARTS

Have student stand behind the regulation 9 foot line and throw a set of three (3) darts; set up a scale of grading for each bulls-eye thrown.

The skill test may also be made competitive. Let two or three players throw a set of three (3) darts the player having the highest score in two out of three sets is the winner.

Have the student use the skill before you deem it perfected. The student's goal is use and playing the game. He must always see the skill in relation to the total pattern of the game.

DECK TENNIS

1. Serve to specific areas of court.
2. Demonstrate ability to throw and catch ring with both hands, forehand and backhand.

FENCING

Critical observation of individual skills is one of the best ways to evaluate the level of achievement. In order to grade a student the teacher should watch one or two students at a time. The teacher gives a command and observes the students as they execute the skill.

1. Salute
2. On guard
3. The call (appel)
4. Advance and retreat
5. Lunge and recovery
6. Attacks--call specific attacks
7. Defense--parrie and return--be specific

FOUR SQUARE

1. Any ball handling test
2. Any agility test

GOLF

Golf is largely a self testing activity. There are many ways of securing evidence of students progress in the acquisition or the improvement of golf skills.

1. Performance tests
2. Records of daily score
3. Standings in minor competitive events may be used as evidence of ability

Various elements of the game such as driving, approaching, and putting lend themselves to measurements in terms of distance and accuracy.

The following are some drill devices that can be used in informal testing.

SKILL TESTS:

1. Driving (woods or long irons.) Use chalk, flags, and ropes to mark an area into zones for scoring distance. Accuracy may be scored by arranging zones to score deviation to either side. Give each student at least ten, preferably twenty, trials.

Some mechanical devices that can be used for measuring ability to drive are: The Golf Register (Golf Register Co. 10 East 43 rd Street, New York City); The Folda Fairway, 700 Allen Avenue, Glendale, California, accurately record the length of each shot and indicates the degree of deviation, (hook, slice) from a straight ball. (Voit Co., Chicago 10, Illinois) accurately records the distance of each shot, the pitch or loft of each shot, and the deviation of right or left.

2. Approaching: Draw a series of concentric circles and score accuracy by giving different points values for each circle. If greens are used to test approach shots, marking circles will not be allowed. To measure nearness to the cup, tie a rope or string

to the flag, and tie strips of cloth on the rope to mark the radii of the concentric circles.

To measure ability to pitch as well as to place the ball, set up obstacles over which balls may be lofted. Shots may be played into pockets in a curtain or canvas, into boxes, barrels, or waste baskets.

3. Putting: If using real greens, designate several different starting positions and the number of trials from each. If a regular practice green is available, lay out a putting test making use of several different cups. If only playing greens are available, it may be necessary to use several greens and to have students rotate until all have completed the putting course. Indoors, rugs or carpets may be used. Draw circles around a cup and allow one stroke per ball.

APPRAISALS OF FORM AND PLAYING ABILITY

The wise teacher will supplement playing scores and test scores with other types of appraisals because all students will not attain the level of skill necessary to play consistent golf.

1. Use rating scales or checklist devices to appraise form in swinging. Check during performance tests if possible---- rating during play is quite undesirable.
2. Use incidence charts to appraise various kinds of performance; (good and bad wood and iron shots, three-putt greens, slices, shanks, hooks, and whiffs.)
3. Use progress charts for more detailed record of improvement in play. Compare early scores with late scores for evidence of improvement.

SPECIAL TEACHING TECHNIQUES

1. To explain and demonstrate the Total Swing Action, and to help players feel the motion of the club head.
    a. Have the player practice swinging a device that has a flexible shaft and is weighted at the end.
    b. To feel the effect of the weight of the club head at the end of the shaft, have the player hold a club between the thumb and fore-finger and let it swing.
2. Additional methods that may be used to show swinging action;
    a. Use an extra heavy club for swinging practice or a weight to a regular club head.
    b. Use waltz music during swing practice to promote relaxation and rhythm.
    c. Use manual assistance to help the player feel the swing.

3. To determine if the player keeps his head stationary, have him turn his back directly to the sun (face his shadow squarely) and practice while watching the shadow of his head to observe any movement.

4. To help the player produce the swinging motion with correct pivot action and arm coordination;

   a. Have the player hold a club horizontally behind the back in contact with the buttocks and practice the pivot and weight shift.
   b. Have the player hold a club in each hand and swing them together.
   c. Have the player hold the club at both ends and horizontally in front of the body so that the club hangs free, then concentrate on swinging the shaft along the straight line of intended flight while coordinating the swing with the pivot and weight shift action.

5. To help the player keep the right elbow near the body and to prevent hitting from outside in

   a. Have the player hold a handkerchief or roll of newspaper in the right armpit during the backswing.
   b. Mark a line approximately two feet long or place a tee in the ground about one foot behind the ball. Have the player concentrate on swinging the club along the line, or on removing the tee on the backswing.

6. To help the player emphasize follow-through: Place a second ball in the grass about six inches in front of the ball to be hit. Have the player attempt to extend his swing to hit both balls. A tee can be used in place of a ball.

7. To help the player acquire the feeling of applying power through the left arm, rather than pressing with the right arm or right side:

   a. Have the player take the backswing with a short iron.
   b. Blindfold the player. Place a ball at impact position, and have the player hit the ball, concentrating on the feel of the swing.

8. To help the player understand PUTTING alignment and club action:

   a. Have the player attempt to putt along a chalk line or string, instead of toward a cup.
   b. While the player addresses the ball, move the club back and forth to help him feel the easy pendular swing.
   c. Lay two club shafts parallel and about six inches apart, and having the player swing her putter on the straight line between the clubs.

The above teaching aids may also be used as individual SKILL TESTS.

HORSESHOES

a. Pitching--stand 20 feet from stake, using regulation horseshoes, score ringers out of 20 attempts.

TABLE TENNIS

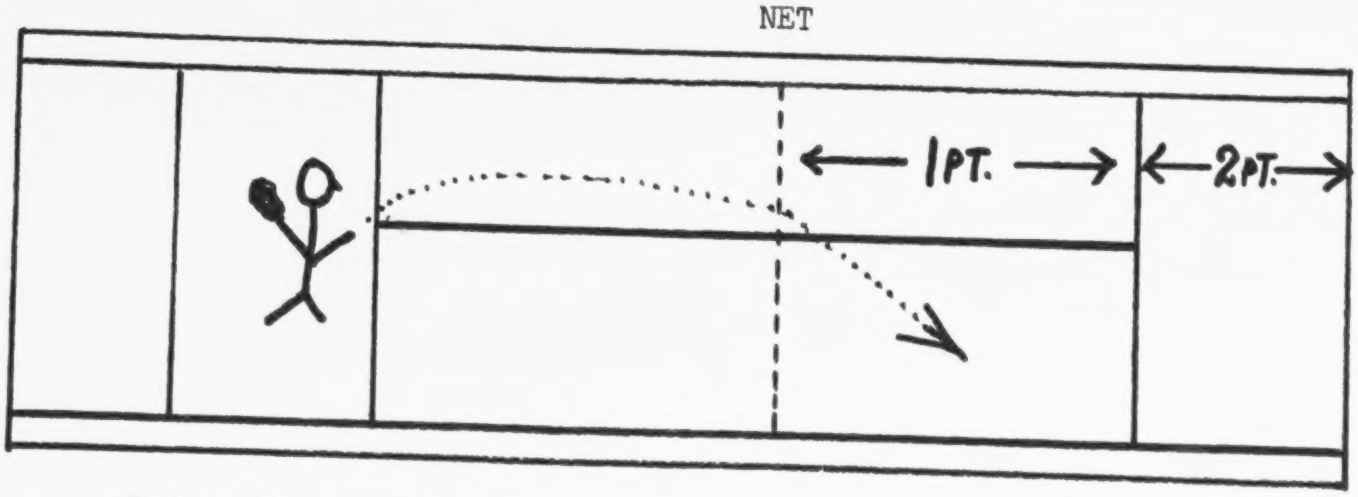
1. Serve to specific areas of table.
2. Forehand hit to specific areas.
3. Backhand hit to specific areas.
4. Ability to use the smash in a game situation.
5. Hit the ball several times demonstrating ability to put varying spin (s) on the ball.

TENNIS

PURPOSE--To measure ability to place forehand and backhand drives into the back-court area.

EQUIPMENT

Racket
Balls
Regulation court
Court markings



Extend the service line to the sidelines to divide the court into scoring areas as indicated.

PROCEDURE

Player stands in backcourt, bounces ball to himself, hits the ball and attempts to place it in the backcourt of the opposite court. If player misses the ball in attempting to strike it, this is considered a trial and does not score. Balls landing in back court area score two points. Balls landing in court from net to service line score one point. Two practice strokes may be allowed prior to the test. Each player is allowed 10 forehand strokes and then 10 backhand strokes.

SCORING

Total points scored on the 20 trials are recorded.

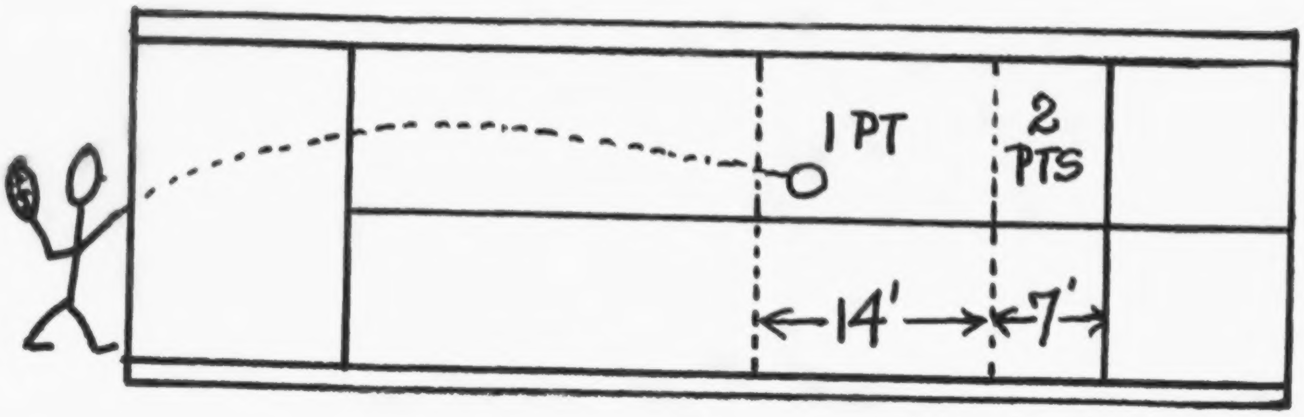
TENNIS

PURPOSE

To measure strength and accuracy of the serve.

EQUIPMENT

Regulation court
Racket
Tennis balls
Court markings



Mark a line across the service courts 14 feet from and parallel to the net.

PROCEDURE

Player serves ten balls from behind the right one-half of the base line into the opposite service court. One point is given for each ball landing in the two-thirds of the service court nearest to the net. Two points are given serves landing in the seven foot area nearest the service line. Ten balls are then served from the left side of the baseline into the right service court. Two practice serves may be given prior to the test. Each player serves ten balls into the left service court and ten balls into the right service court.

SCORING

The total score for 20 trials.

TENNIS

PURPOSE

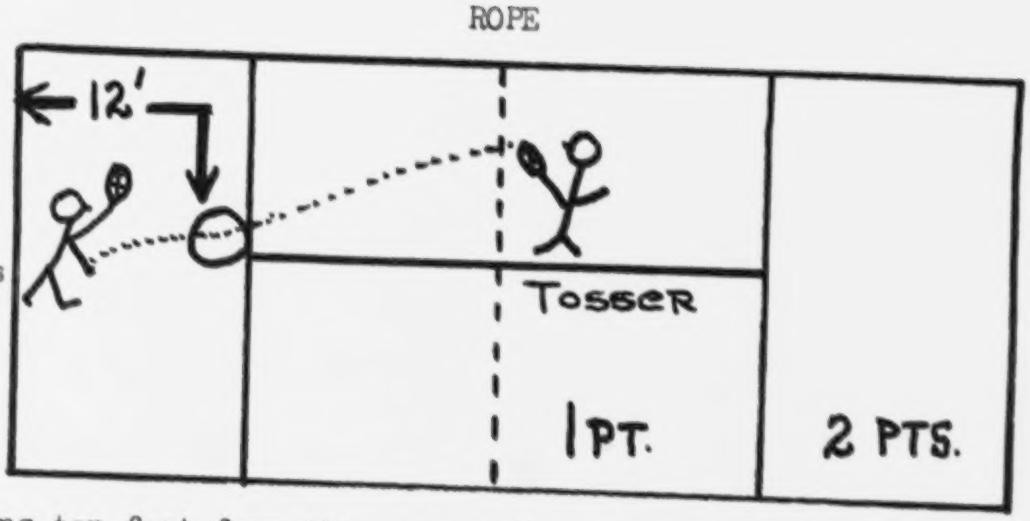
To measure individual playing ability by execution of forehand and backhand drives.

EQUIPMENT

Racket
Balls
Singles court
Rope
Court markings

ASSISTANTS

Linesmen
Scorers



A rope is strung ten feet from the ground directly over the net. A circle 8 feet in diameter is marked off with the center of the circle 12 feet from the baseline.

PROCEDURE

Player stands near the base line, behind the circle, ready to stroke the tossed ball. Tosser stands on the opposite side of the net, throwing balls into the circle. Ball retrievers as linesmen call the score for each ball that is hit. Player hits the first ten balls with a forehand stroke and the next ten with a backhand stroke. If player misses the ball in attempting to strike it, this is considered a trial and does not score. Score one point for balls which go over the net, under the rope, and land in singles court between net and service line. Score two points for balls which go over the net, under the rope, and land in the backcourt between the service line and the base line. Two practice strokes may be allowed prior to the test. Ten balls are thrown for the forehand drive and ten balls for the backhand drive. Tossed balls which do not land within the circle should not be hit and do not count as a trial.

SCORING

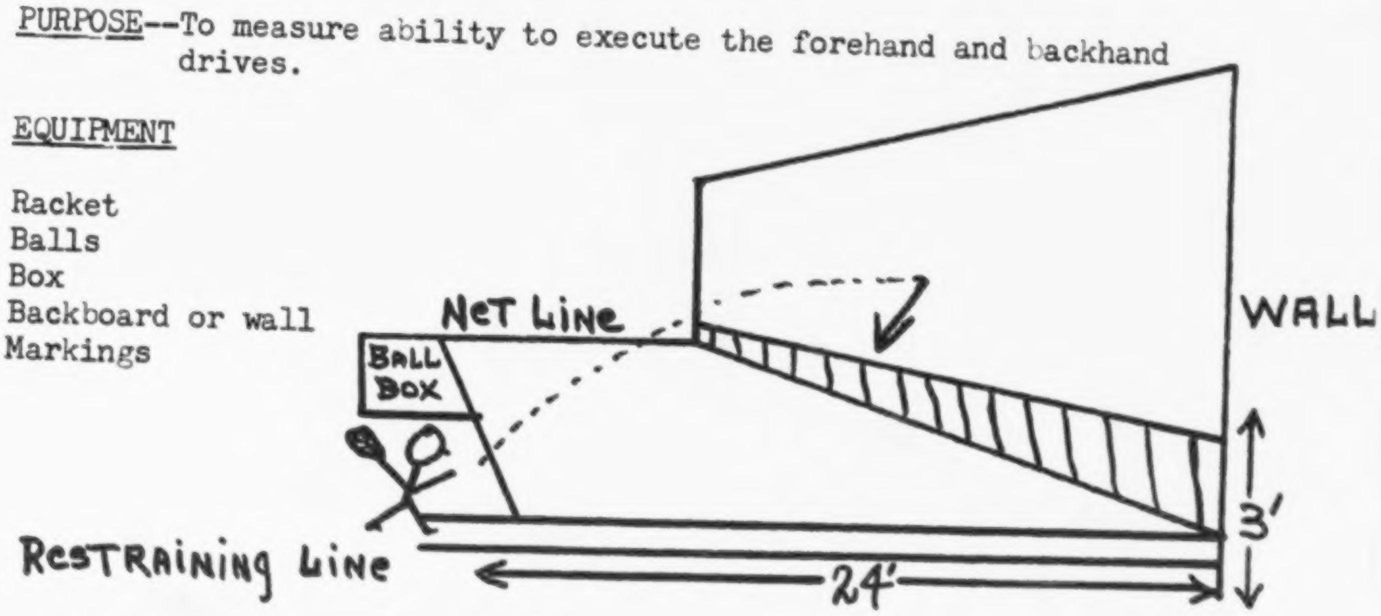
Total number of points for 20 hits.

TENNIS

PURPOSE--To measure ability to execute the forehand and backhand drives.

EQUIPMENT

Racket
Balls
Box
Backboard or wall
Markings



A line 3 inches in width should be drawn on the wall to represent the net, so that the top is 3 feet from the floor. A restraining line, twenty-four feet from the wall is marked on floor, parallel to the wall. Box of extra balls is placed at the left corner for right handed players and right corner for left handed players.

PROCEDURE

On the signal, "Ready, Go" player standing behind restraining line drops the ball and lets it hit the floor once, and then starts rallying it against the wall for a period of thirty seconds. The ball may bounce any number of times or it may be volleyed. Player may cross line to retrieve the ball but must return and bounce the ball from behind restraining line or that hit does not score. Any type stroke may be used. If ball gets out of control, the player may take another ball from the box. Fifteen--second practice trial is allowed. Three trials of thirty seconds each are given each player.

SCORING

Each time a ball strikes the wall on or above the net line, having been hit from behind the restraining line, one point is scored. Subtract from the total points the number of extra balls used from the box. Record the total points scored for the best of 3 trials.

WRESTLING

ESCAPES AND HOLDS

Get two groups of students and call them team A and team B, Red and Blues or let them choose the team name. Flip a coin to see which team will be on offense or defense. Each team will send one man at a time to the mats. The man from the defensive team will get in the center of the mats on his hands and knees. The man on the offensive team places a legal hold on the defensive man. At the sound of the whistle the defensive man tries to escape the hold and the offensive man tries to maintain the hold in a time limit of 20 seconds. If the defensive man makes a legal escape his team automatically goes on offense. But if the offensive man maintains his hold for the 20 second period his team remains on offense.

In scoring allow 4 points for maintaining hold and 5 points for escape.

TEAM

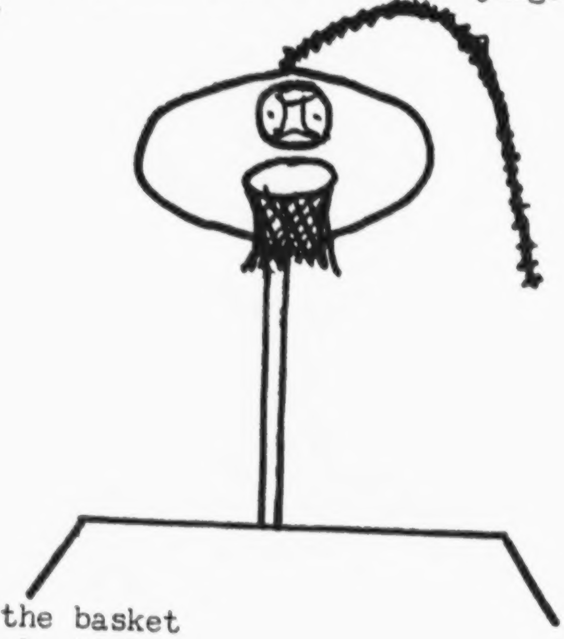
BASKETBALL (BOYS)

THIRTY-SECOND SHOOTING[38]

PURPOSE--To measure accuracy in shooting and the ability to judge control rebounding balls.

EQUIPMENT

Properly inflated basketballs
Stop watch
Whistle
Score Sheet



ASSISTANTS

Timer
Scorer for each basket
Recorder for each basket

PROCEDURE

Player stands at any position near the basket with the ball in hand. On the signal, "Ready Go", he starts shooting and attempts to make as many baskets as possible within 30 seconds. If the ball has left the hands when the signal to stop is given the basket counts, if made. Two trials are given. Players should rotate to a new basket for the second trial. Two practice shots are allowed before the test begins.

SCORING

The number of baskets made in thirty seconds is the score for each trial.

BASKETBALL

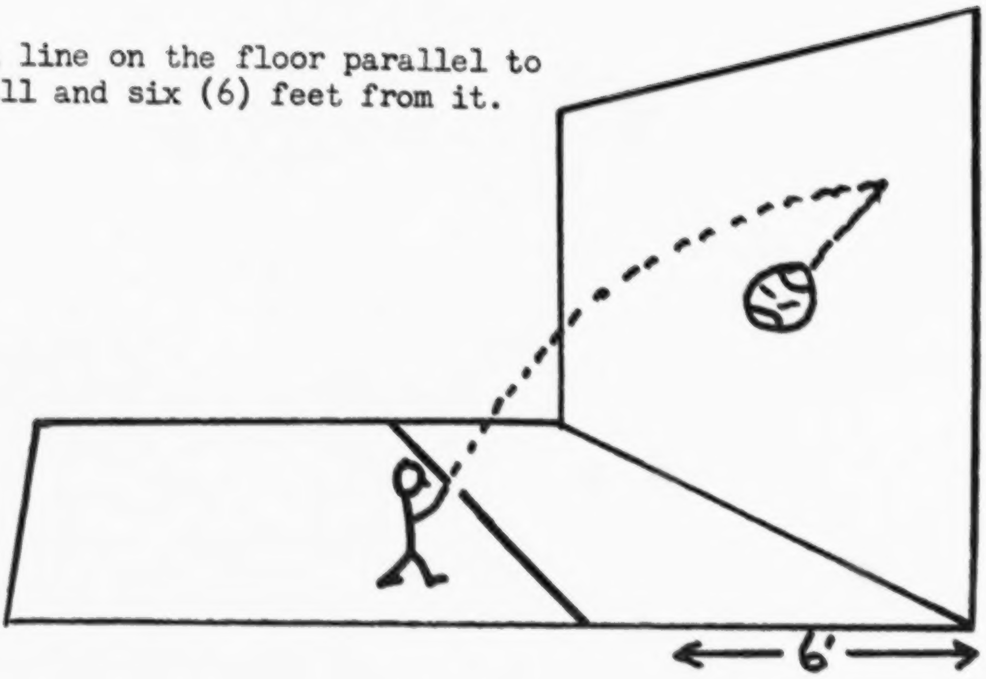
SPEED PASS (BOYS & GIRLS)

PURPOSE

To measure ability to pass and catch with speed.

EQUIPMENT

Basketball
Stop watch
Wall space
Markings



Mark a line on the floor parallel to the wall and six (6) feet from it.

PROCEDURE

Stand with the ball facing the wall and behind the restraining line. On the signal, "Ready, Go" throw the ball against the wall, catch it when it comes back and repeat again as quickly as possible. The pass may be of any type and the score is the number of hits on the wall in thirty seconds. If the ball strikes the court area, it must be retrieved and the next pass must be from behind the restraining line. Stepping over the restraining line constitutes a foul and that hit does not count. A ten second practice trial may be allowed. Each player is given two trials of thirty seconds each.

SCORING

The score on each trial is the number of legal hits against the wall for the thirty second period. The better of the two trials is recorded.

Basketball

DRIBBLE

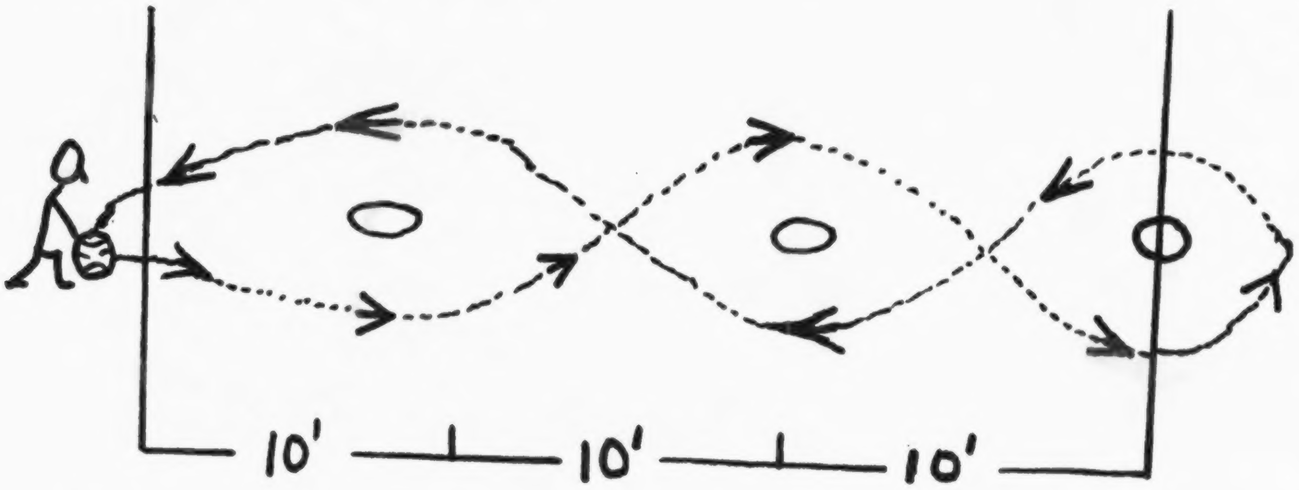
PURPOSE

To measure ability to dribble around obstacles.

EQUIPMENT

Basketballs
Stop watch
Chairs or other obstacles (3)
Court

Three chairs or other obstacles are placed in a straight line ten feet apart. First obstacle is 10 feet from the starting line. Overall distance from the starting line to the last obstacle is thirty feet.



PROCEDURE

Player stands behind the starting line with the ball. On the signal "Ready, Go", dribble to the right of the first obstacle and to the left of the second obstacle and continue alternating around last obstacle and return. The ball must be dribbled legally and bounced at least once by each obstacle. Each player is allowed one practice trial and two scoring trials.

SCORING

Score is the time in seconds and tenths that it takes to make two complete circuits around the obstacles and return. The better of the two trials is recorded.

BASKETBALL

FREE THROW

PURPOSE

To measure ability to shoot free throw.

EQUIPMENT

Basketballs
Regulation goals
Score sheets
Free throw lines

PROCEDURE

Players shoot for goal from any point behind the free throw line by any method preferred. No points shall count on a throw in which the feet of the players are not back of the free throw line. Ten (10) shots are taken in two series of (5) shots each time.

SCORING

Score two points for each basket made. Score one point if the rim of the basket is hit either before or after the ball hits the backboard. Record the total score made. Maximum score is (20) twenty.

BASKETBALL

BALL HANDLING

PURPOSE

To Measure Ball Handling and Ability.

EQUIPMENT

Basketballs
Stop watch
Wall space
Wall markings

Mark a line on floor parallel to wall and 7½ feet from it. Mark two parallel lines on the wall three feet apart in the center of the wall space. Draw a line on the floor 15 inches to the outside of each line on wall so that they intersect first line drawn. Mark corners on floor diagram A. and B. and opposite wall areas A. and B.

PROCEDURE

Players stand in Area A. with ball in hands. On the signal, "Ready, Go", throw the ball to area A. on the wall, run forward to corner B or beyond and catch ball on the rebound. Then throw the ball from area B. on the floor to area B. on the wall. Keep throwing in this manner as fast as possible until signal to stop (30 seconds.) Players must stay behind the restraining line for all throws and must throw from the proper area or throw will not score. Ball must not hit in the neutral zone on the wall. Ball may bounce on the floor one or more times and there is no penalty for traveling. If control of ball is lost, it must be retrieved and started again from the proper area. Each player will have two trials of thirty seconds each.

SCORING

The score on each trial is the number of successful hits made in the proper wall area (without line violations being made in the recovery) in thirty seconds allowed. The better of the two scores is recorded.

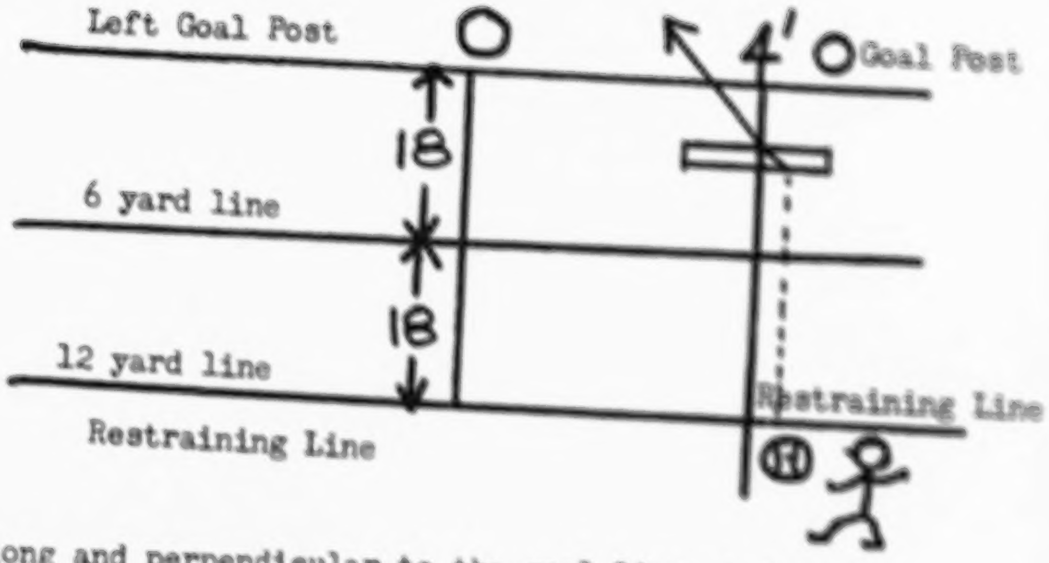
SOCCER

DRIBBLE AND PASS

PURPOSE -- To measure judgment in placement and timing of passes.

EQUIPMENT

Soccer balls
Bench (6 feet)
Two goal posts
Stop watch
Markings



Mark line 15 yards long and perpendicular to the goal line, 4 feet inside the goal post for restraining lines. Extend the 12 yard line for a starting line. Mark the six yard line. Bench is placedfour feet from the goal and parallel to it. For the trials from the left side, the bench is moved to the same position on the left and all directions reversed.

PROCEDURE

Place the ball on the 12 yard line outside the restraining line. On the signal "Ready, Go" player dribbles the ball forward, keeping to the right of the restraining line. After passing the 6 yard line, the ball is kicked for goal from the most advantageous position. Any type of kick is permissible but ball must be kicked from outside the restraining line and must enter the goal between the left side of the bench and the left goal post. Each trial must be completed in four seconds, from the word "Go" until ball is kicked. Five trials are given from the right side, then five from the left. Retrievers should recover balls and roll back to starting line.

SCORING

One point is given for each goal scored in a legal trial. Five trials are given as described; then the bench is set up on other side of goal and test repeated. The score is the total for the ten trials.

SOCCER

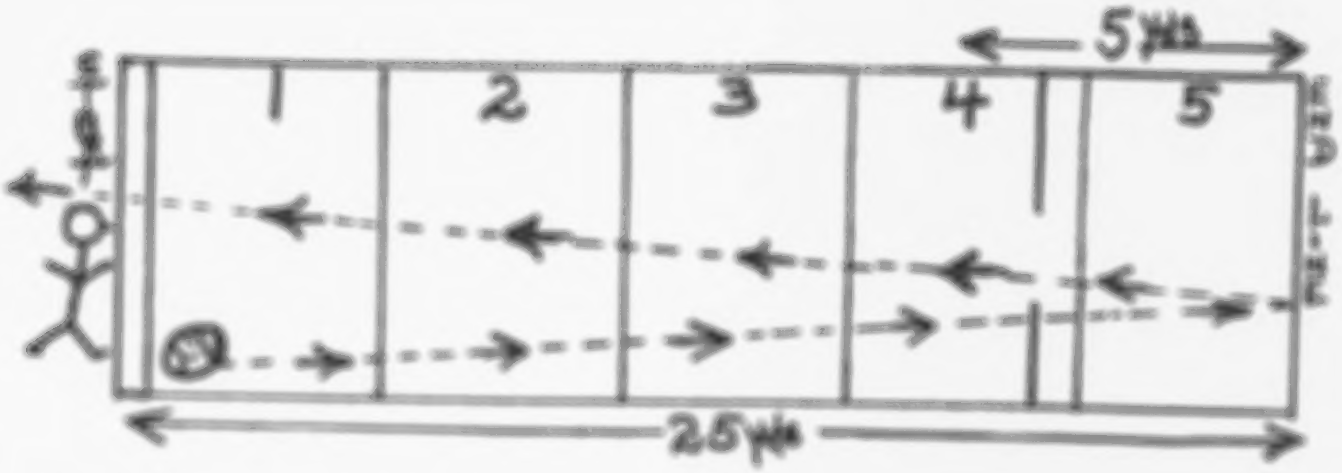
ZONE DRIBBLE

PURPOSE

To measure ability to maintain control of the soccer ball.

EQUIPMENT

Soccer balls
Stop watch
Field markings



Mark five zones 6 yards wide and 5 yards apart.

PROCEDURE

Several players may be tested at one time. Players are positioned behind the starting line with a soccer ball placed on the line. At the signal, "Ready, Go", each player dribbles forward into the first zone. Foot contact must be made a minimum of two times within each zone before entering the next zone. The type of dribble is optional. Player continues to dribble with at least two dribbles per zone into zone 5. After two dribbles in zone 5, the player dribbles across end line, traps ball, dribbles back toward starting line in the same manner. Time limit is twenty seconds. At the signal "Stop" each player remains where he is at the signal and total points are tallied. Each player is given two trials of twenty seconds each.

SCORING

Score value is two points per zone. Total score is number of zones completed (with the minimum of two dribbles per zone) in the twenty seconds allowed. The better score of the two trials is recorded.

SOCCER

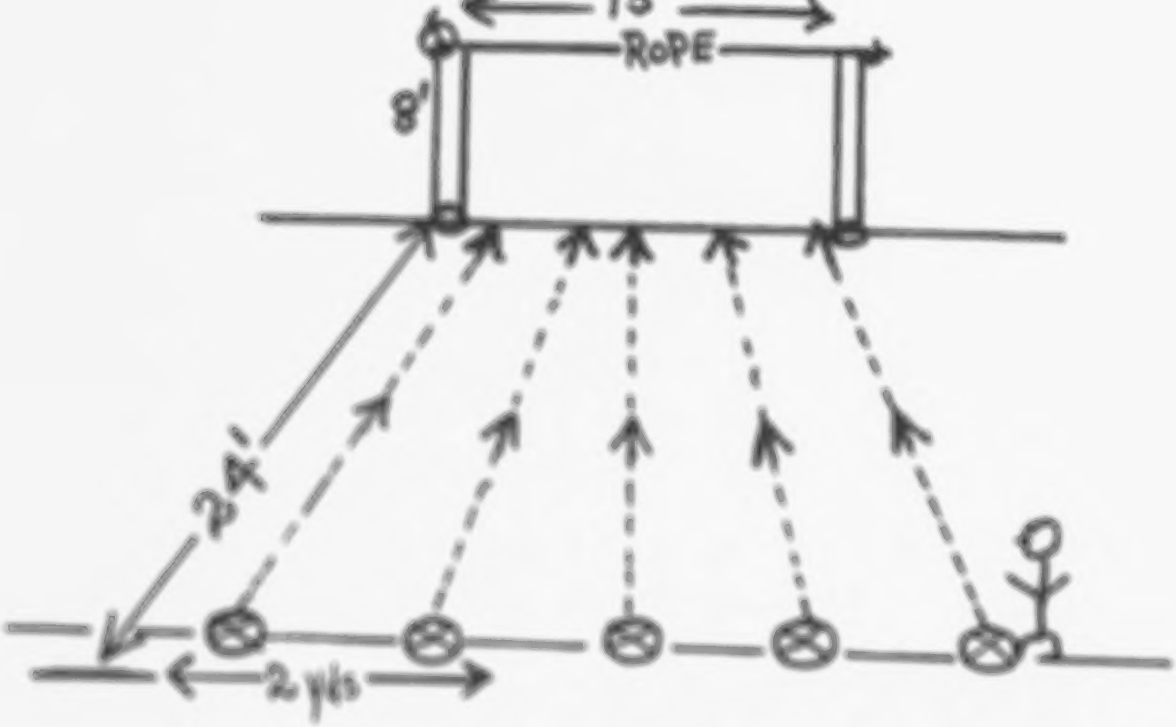
GOAL POWER KICK

PURPOSE

To measure kicking power and accuracy.

EQUIPMENT

Soccer balls
Two standards
Rope
Markings



Five (5) areas are marked (as illustrated above) two (2) yards apart and 24 feet from the goal. Standards are placed fifteen (15) feet apart and rope is stretched at a height of eight (8) feet for the crossbar.

PROCEDURE

Five balls are positioned as illustrated. Player kicks one ball from each of the five (5) areas attempting to kick ball through goal. One point is awarded for each ball driven through the goal on the ground. Two points are awarded for a ball that passes through the goal and under the crossbar in the air as a fly ball. A short run (3 to 6 steps) is permitted prior to kicking. Either foot may be used for the kick. One practice kick may be given preceding the test.

SCORING

Total points scored for the five (5) kicks is recorded.

SOCCER

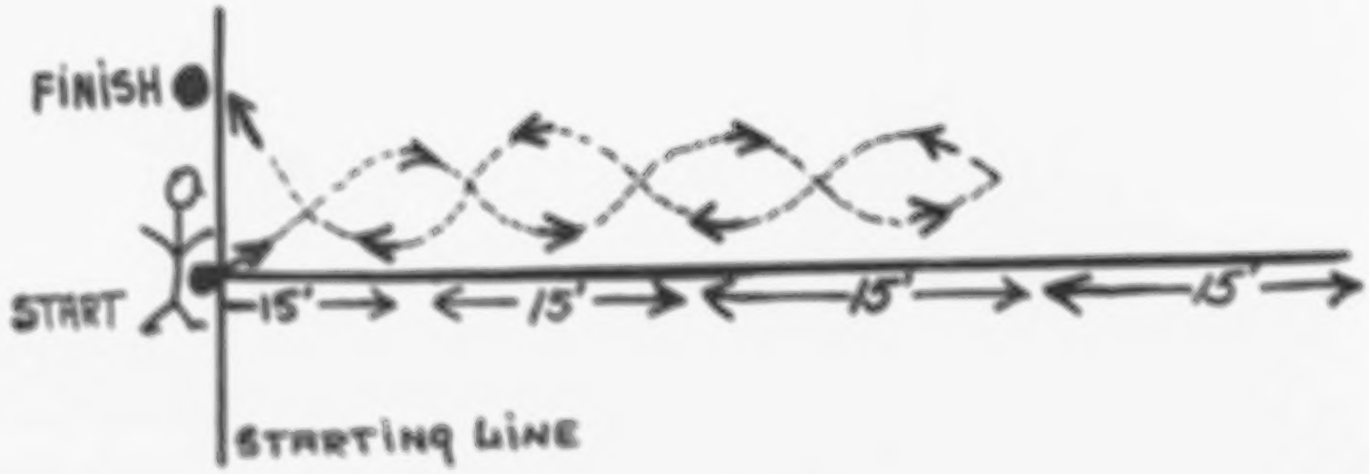
ZIGZAG DRIBBLE

PURPOSE

To measure ability to dribble around obstacles with emphasis on control and speed.

EQUIPMENT

Soccer ball
Stop Watch
Tires or other obstacles
Marked area



Place obstacles in a straight line fifteen feet apart with the first obstacle fifteen feet from the starting line.

PROCEDURE

Soccer ball is placed on the starting line. On the signal "Go" the player dribbles the ball with his feet around the opposite side of each successive obstacle to the last obstacle, dribbles around the obstacle and back to the first obstacle in the same manner. When the first obstacle has been reached on the return trip, the ball may be kicked across the starting line. Only the feet may be used throughout the test. If player loses control of the ball, he must regain control legally and continue the test as described. Two trials are given each player.

SCORING

Time shall be recorded in seconds and tenths from the starting signal until ball crosses the starting line. The better time of the two trials shall be recorded.

SOCCER

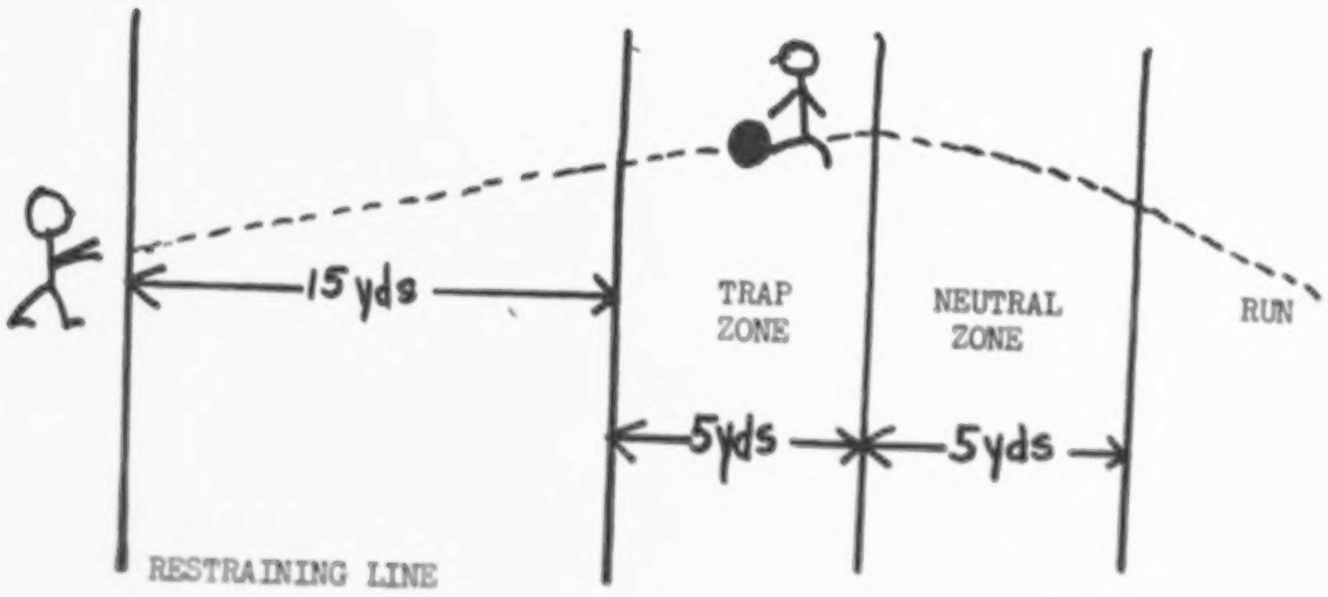
FOOT TRAP

PURPOSE

To measure ability to adjust body movement to a moving ball and to trap the ball.

EQUIPMENT

Soccer balls and Field markings



Mark three (3) parallel lines fifteen (15) yards long and five (5) yards apart.

Mark a line fifteen (15) yards from the trap area for throwing line.

PROCEDURE

Player stand behind throwing line. Thrower rolls ball (moderately fast) toward trap area. Player moves forward from behind the restraining line to the trap area as soon as ball is rolled and attempts to make a legal trap. Ball is rolled first to the right of the player, then to the left, and then directly at the player. Ball must be trapped with complete control (dead ball) within the trap area to score a point. Legal traps include using the sole of either foot, inside of lower leg, or front of both legs. A trial consists of six (6) throws. Two trials will be given. Two practice throws may precede the test.

SCORING

A point is scored for each successful legal trap. The score is total points for each trial. Record the better score of the two trials.

SOCCER

PENALTY KICK FOR ACCURACY

PURPOSE

To determine the student's accuracy in kicking a penalty kick.

EQUIPMENT AND FACILITIES:

A rope or a two-by-four is placed two yards from each end of the goal. A penalty kick mark is placed 12 yards from the goal line. Three soccer balls are needed.

PROCEDURE

The student kicks three penalty kicks as if he were trying to score a goal in a game situation.

SCORING

A ball kicked in either of the two-yard areas scores 3 points; if the kick goes into the middle four-yard area in the air, it is scored two points; and if it touches the ground and goes into the four-yard area, 1 point is scored. If the ball fails to go through the goal, no points are awarded.

SOCCER--DRIBBLING FOR TIME

PURPOSE

To determine the student's time in dribbling a soccer ball through a series of five barriers.

EQUIPMENT AND FACILITIES

The student has one soccer ball. The instructor has a stop watch. Five barriers in a line five yards apart. A mark is placed five yards from the first barrier which serves as a starting and finishing line.

PROCEDURE

At the command "GO" the student dribbles the ball around each barrier for time.

SCORING

This test is scored in seconds.

SOFTBALL 38 Repeated Throws

PURPOSE

To measure throwing power.

EQUIPMENT

Softballs (12 inch)
Flat wall space (at least 15 feet high)
Stop watch
Markings

Draw a line on the wall 7½ feet from the ground.

Mark a restraining line on the ground 15 feet from the wall and parallel to it.

PROCEDURE

Player stands behind the restraining line with the ball and facing wall. On the signal, "Ready,Go" the player throws the ball against the wall so that it hits above the 7½ foot line, catches it, and repeats as many times as possible in thirty seconds. If ball gets out of control, it must be recovered and test contained from behind the restraining line. Any throws made while the player is on or over the line do not count. Two trials are given each player.

SCORING

One point is counted each time the ball hits wall on or over the 7½ foot line, providing player was behind the restraining line. The better score of the two trials is recorded.

SOFTBALL

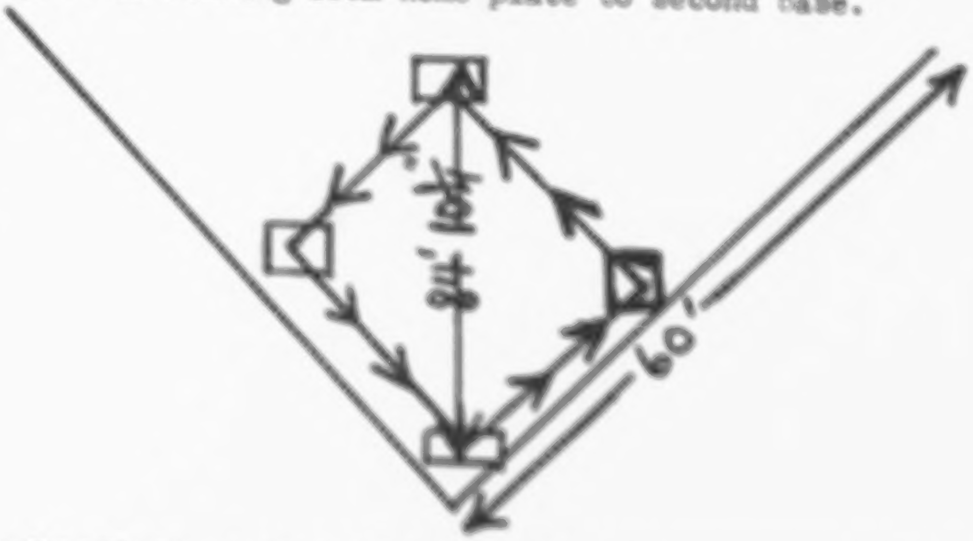
BASE RUNNING

PURPOSE

To measure speed in running from home plate to second base.

EQUIPMENT

Stop watch
Home plate
Two bases



Regulation softball diamond with bases 60 feet apart and distance from home plate to second base being 84 feet, 10¼ inches. Bases should be approximately 15 inches by 15 inches.

PROCEDURE

Runner stands at home plate with either right or left foot on back edge of home plate with the opposite leg extended behind the base. At the signal, "Ready,Go", runner runs to the first base, touches it and runs to second base. Watch is stopped when the foot hits second base. A judge should be stationed at first base to see that base is touched. Each runner is given two trials.

SCORING

Time is recorded to the nearest tenth of a second. The better of the two trials is recorded.

SOFTBALL

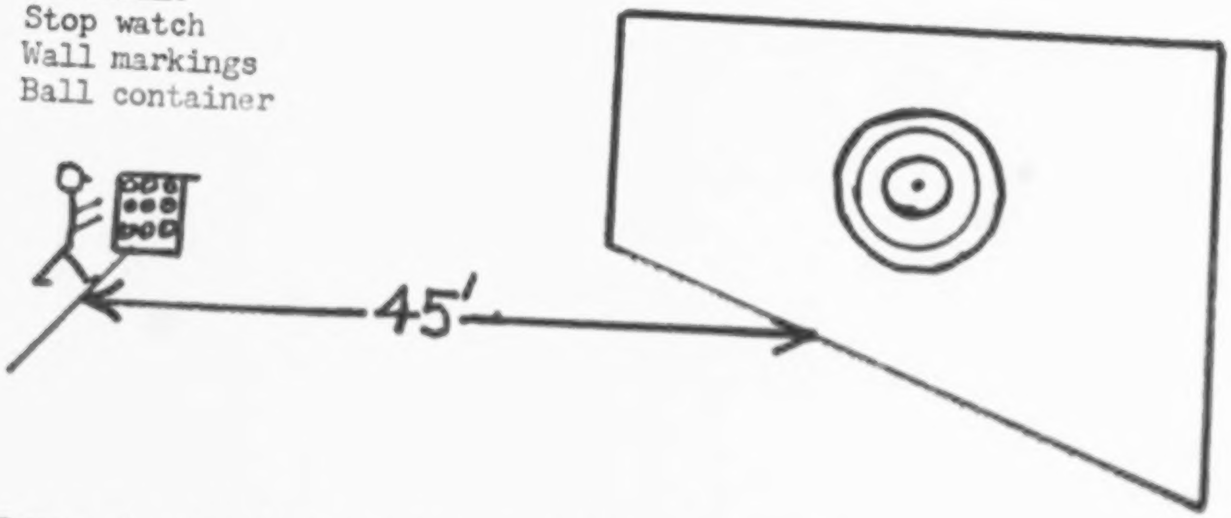
ACCURACY THROW

PURPOSE

To measure speed and accuracy of throwing

EQUIPMENT

Softballs
Stop watch
Wall markings
Ball container



Draw a target on the wall consisting of three concentric circles marked by lines one (1) inch wide. Center circle is two (2) feet in diameter (outside measurement). The next circle is four (4) feet in diameter and the outer circle is six (6) feet in diameter. The bottom of the largest circle is three (3) feet above the floor (outside measurement.) A throwing line is marked forty-five (45) feet from the target. Place container of balls six (6) feet to the left of the throwing line.

PROCEDURE

Player stands behind throwing line and at the signal, "Ready, Go", runs to the ball container, picks up a ball, returns to throwing and throws at target. After each throw, player secures another ball and continues test for thirty seconds. Balls on target lines count the higher points. If player fails to return to throwing line before throwing, any points scored do not count. Three warm-up throws are allowed and two trials of thirty seconds are given.

SCORING

Balls hitting center circle count three (3) points, those hitting in next area count two (2) points and outer circle one (1) point. Score is total points tallied for each trial. The better score of the two trials is recorded.

SOFTBALL

DISTANCE THROW

PURPOSE

To measure arm strength and ability to throw the ball long distances.

EQUIPMENT

Regulation softballs
Measuring tape
Stake markers
Field markings

Mark a restraining area of two parallel lines, six feet apart.

Mark lines parallel to the restraining line, five yards apart.

PROCEDURE

Players take position in the restraining area and throws the ball as far as possible with either hand at right angles to the throwing line. Retrievers mark the point of landing with a stake and roll ball back to throwing line. A second and third throw are taken and the stake moved according to mark player's best throw. Only an over head throw is to be used and player must not cross throwing line or that throw is not counted. Measure the best throw perpendicular to the throwing line.

SCORING

Record the best of the three trials to the nearest foot.

GRADING

Current Volusia County AAHPER Youth Fitness Test percentiles may be used for grading.

SOFTBALL

BASE RUNNING

PURPOSE

To measure speed in running from home plate to second base.

EQUIPMENT

Stop watch
Home plate
Two bases

PROCEDURE

Runner stands at home plate with either right or left foot on back edge of home plate with the opposite leg extended behind the base. At the signal, "Ready, Go" runner runs to first base, touches it, and runs to second base. A judge should be stationed at first base to see that base is touched. Each runner is given two trials.

SCORING

Time is recorded to the nearest tenth of a second. The better of the two trials is recorded.

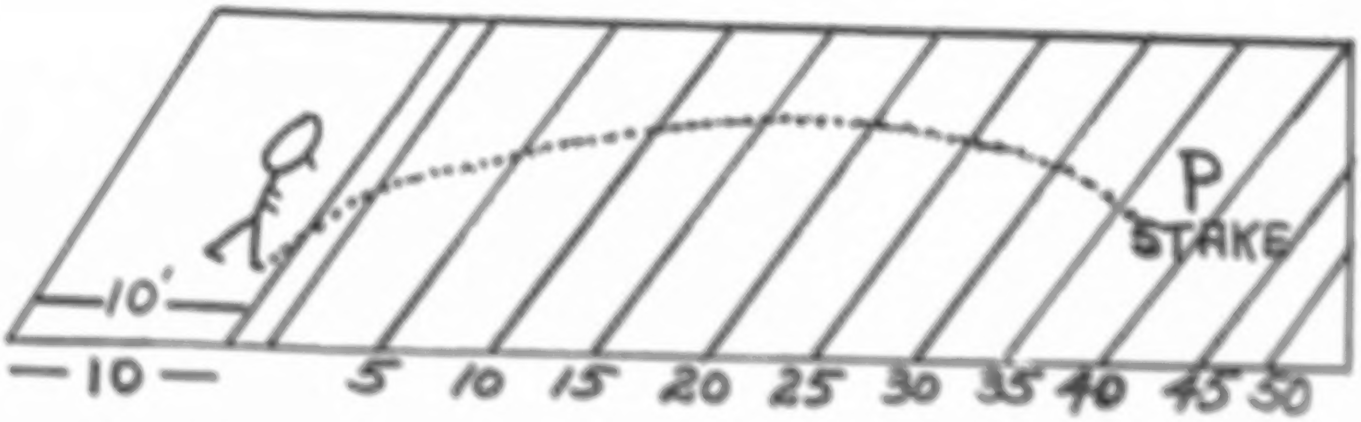
SPEEDBALL 19 PUNT

PURPOSE

To measure skill in punting for distance.

EQUIPMENT

Soccer balls	Measuring tape
Stake markers	Field markings



PROCEDURE

Player takes position in the restraining area with the ball, takes steps, drops ball and punts as far as possible. Player must not step on or over the restraining line until after the ball leaves the hands. Retriever marks the point where the ball first hits the ground with a stake and rolls it back to kicking area. Two more kicks are taken and the stake is moved accordingly to mark player's best kick. Measure the best kick perpendicular to the restraining line.

SCORING

Record the best of the three trials to the nearest foot.

SPEEDBALL

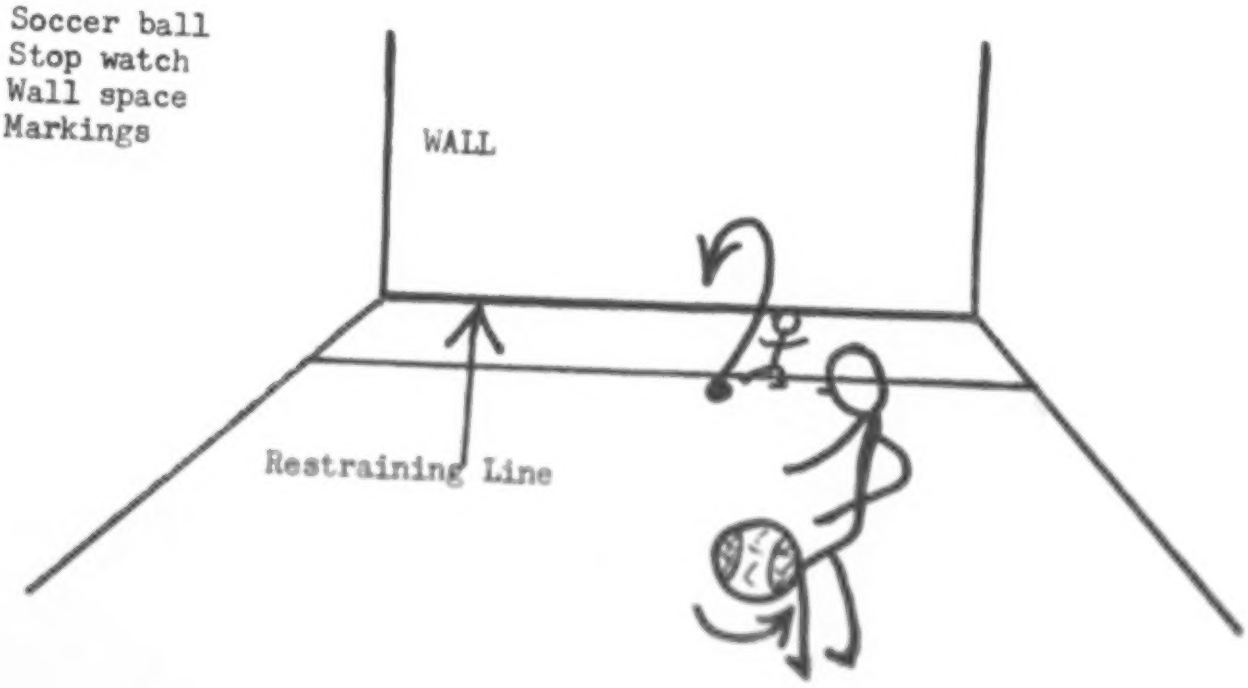
KICK-UPS

PURPOSE

To measure skill in judging the speed and height of the ball and the ability to execute the kick-up.

EQUIPMENT

Soccer ball
Stop watch
Wall space
Markings



Draw a restraining line on the floor parallel to the wall and six (6) feet from it.

PROCEDURE

Place ball on restraining line. Stand behind the line facing the wall. On the signal, "Ready, Go" kick the ball against the wall with the feet and control it on the rebound by executing a one or two foot kick-up. After the kick-up, quickly place the ball on the restraining line and continue the test. If the ball does not rebound to or beyond the restraining line, cross the line and recover ball with hands, return beyond restraining line before the next pass. A practice trial or two passes to the wall and two kick-ups are allowed prior to the test. The test consists of three trials of thirty seconds each.

SCORING

The score is the total number of legal kick-ups for each trial. The best score of the three trials is recorded.

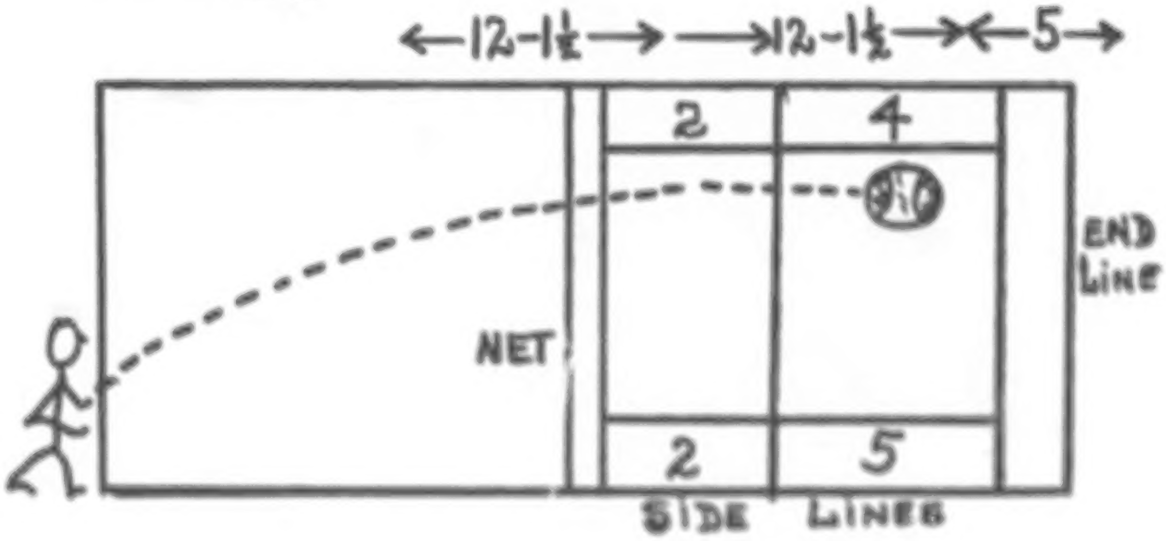
VOLLEYBALL 38 -- SERVING

PURPOSE

To measure accuracy in placement of the serve.

EQUIPMENT

Regulation court
7½ foot net
Volleyballs
Floor markings



Mark a line across the court 5 feet inside the parallel to the end line. A line is marked across the court parallel to the net and 12½ feet from the center line. Draw two lines, each 5 feet inside the court and parallel to the side lines. Score values of each area should be marked on the court as indicated in the diagram.

PROCEDURE

Player stands in proper serving area on the court opposite the target and serves ball into target on the court across the net. Any legal serve may be used but the underhand serve is recommended. Foot faults and "let" serves count as trials and are not scored. Ball landing on a line scores the higher value. Three practice serves may be allowed prior to the test. Each player is given ten trials.

SCORING

Each serve is scored according to point value as indicated in diagram. Total points scored for the ten trials are recorded.

VOLLEYBALL

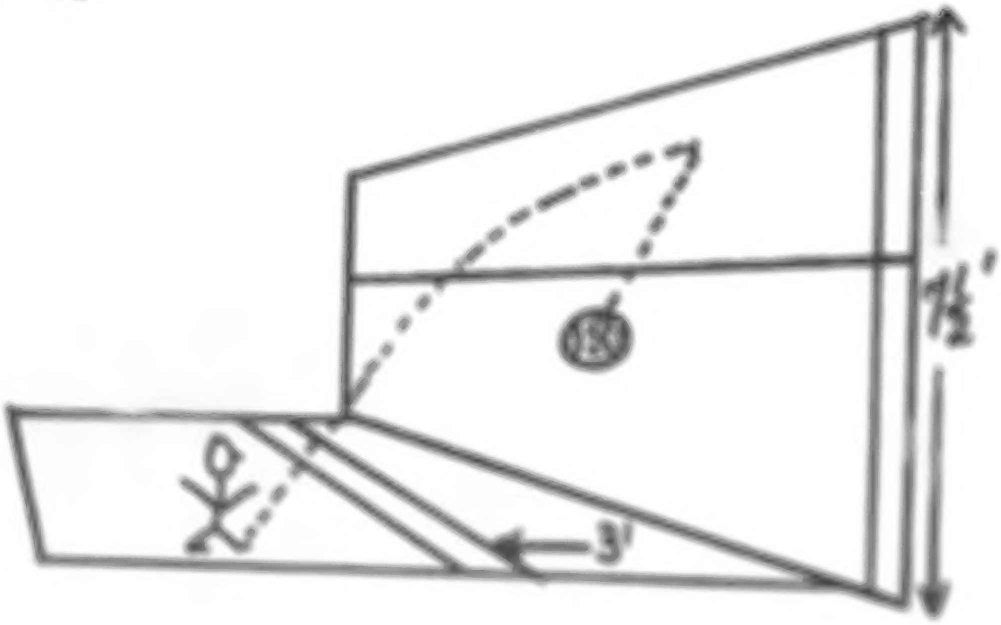
REPEATED VOLLEYS

PURPOSE

To measure ability to control the ball.

EQUIPMENT

Volleyballs
Stop watch
Wall space
Markings



A line 10 feet long is marked on the wall at net height, 7½ feet from the floor. Mark a line on the floor 3 feet from the wall.

PROCEDURE

Player stands behind the restraining line and on the signal tosses the ball against the wall with an underhand motion. When it returns, it is volleyed repeatedly against the wall above the net line for fifteen (15) seconds. If the ball gets out of control, it must be recovered and brought back behind the restraining line and started over as at the beginning. Balls which are caught or, "held" or do not hit above the net line are not counted. Each player is given three (3) trials of fifteen (15) seconds.

SCORING

The score of each trial is the number of times the ball has been legally volleyed from behind the restraining line to the wall above the net line. Record the best score of the trials.

VOLLEYBALL

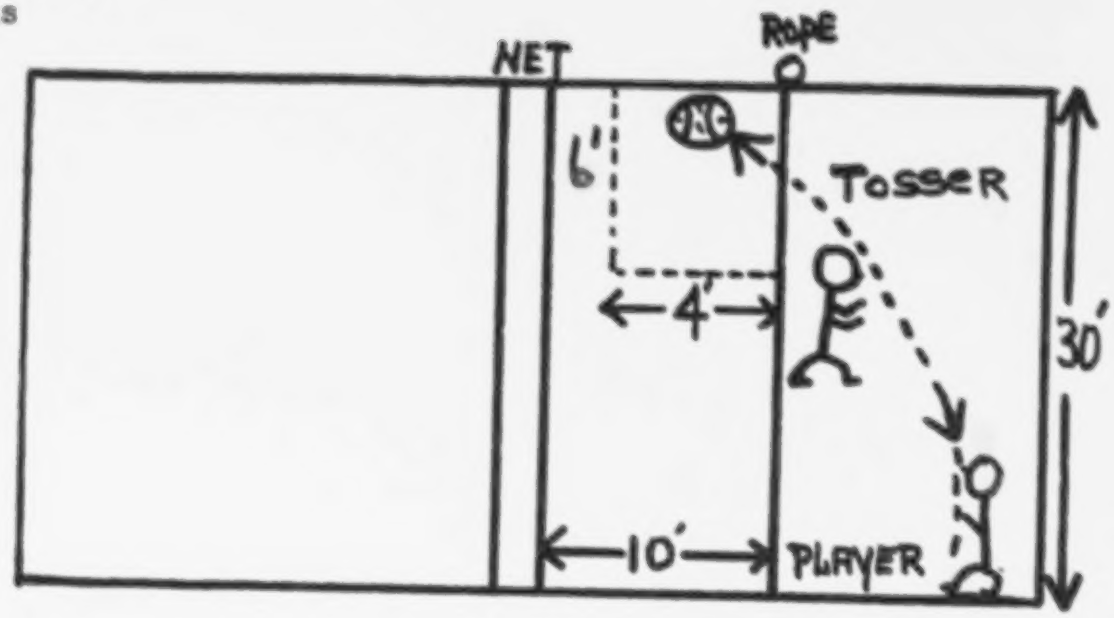
PASSING

PURPOSE

To measure ability to pass the ball to a set up position.

EQUIPMENT

Regulation court
Volleyballs
Standards
Rope
Markings



Two standards are placed 10 feet from the net with a rope stretched across at a height of 8 feet. An area 4 feet by 6 feet is marked on the floor as indicated. (A 4 x 6 mat could be used.)

PROCEDURE

Player stands in left back position of court and receives a high throw from the tosser. Player executes a legal pass so that the ball goes over the rope and lands in the scoring area. The pass is not scored if ball touches rope or if the pass is "held" or "lifted". Poor throws do not have to be hit and are not counted as a trial. Two practice passes may be allowed prior to the test. Each player is given ten trials.

SCORING

One point is scored for each pass going over the rope and landing on or hitting any part of the scoring area. Total points scored for the ten trials are recorded.

VOLLEYBALL

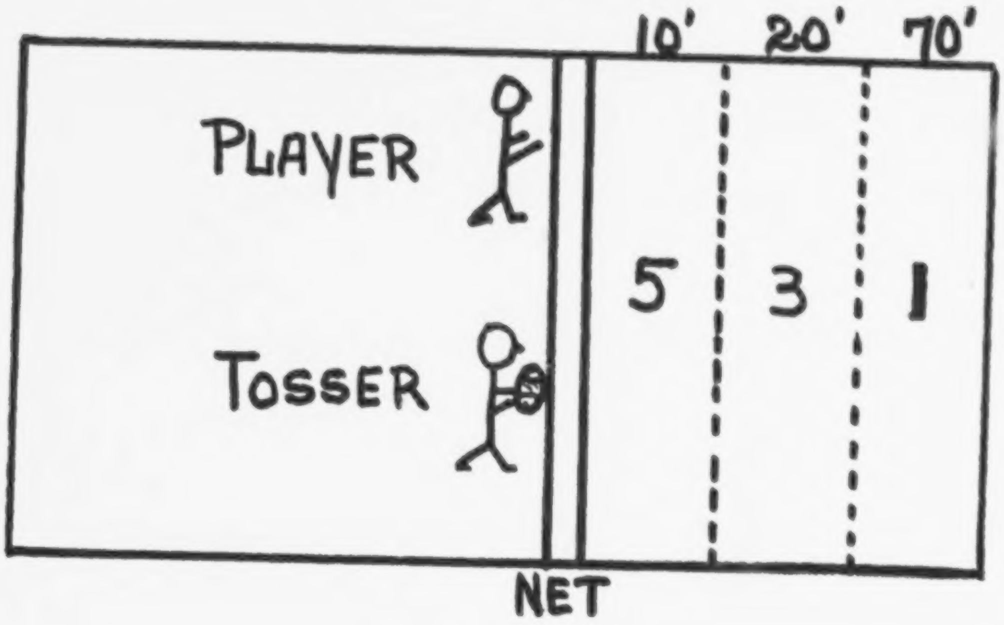
THE SPIKE

PURPOSE

To measure skill in spiking for accuracy and placement.

EQUIPMENT

Volleyballs
Court markings
Regulation court



Mark two lines across the court 10 feet apart and parallel to the net.

PROCEDURE

Tosser, standing on a chair, tosses ball up with both hands to a height of about eight or ten feet above and about two from the net. Player steps in and legally spikes the ball into the target court across the net. A ball landing on a line is given the highest score. Trials in which faults occur do not score. Poor tosses should not be hit and do not count as a trial. Two practice trials may be given prior to the test. Each player will have five (5) trials.

SCORING

Points are scored according to the value of the target area in which ball lands as indicated in diagram. Total points scored for the five trials are recorded.

VOLLEYBALL

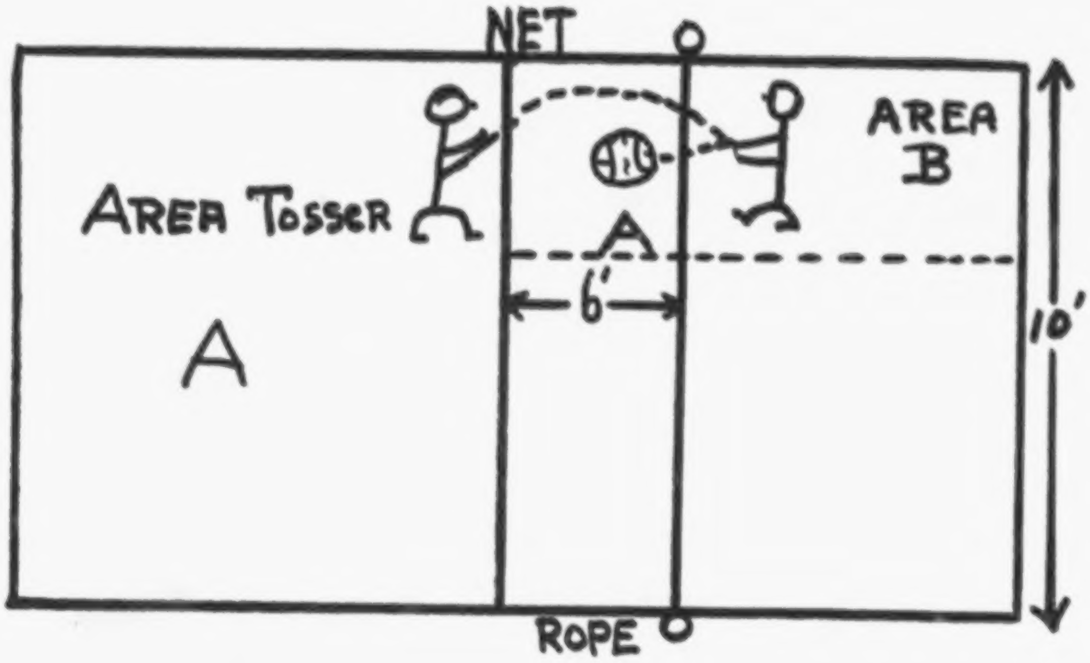
SETUP

PURPOSE

To measure ability to set up ball to forward line.

EQUIPMENT

Regulation court
Volleyballs
Standards
Rope
Markings



Standards with a rope stretched at a height of 10 feet (across) are placed 6 feet from the center line. A 10 foot line is marked parallel to the side line.

PROCEDURE

Player receiving stands in area "B". Tosser (area A) stands in opposite court and tosses ball over the net and rope to player who attempts to set it over rope into area "A" which scores two points. Balls hitting lines or rope count one point. Balls hitting net do not score. Player does not have to attempt to hit a poor toss and it does not count as a trial. Two practice tosses may be allowed prior to the test. Each player is given ten trials.

SCORING

Total points as scored for the ten trials are recorded.

3. AQUATICS

A. SWIMMING AND DIVING SKILL TESTS

(1) Rhythmic breathing

Have student alternately inhale through their mouth above the surface and exhale through their mouth and nose with their face completely submerged. This would be one in chest-deep water.

(2) Float (prone and back)

Have the student take a floating position and then recover to a standing position. This should be done in waist-deep water.

(3) Glide(prone and back)

Have the student push off and glide for 10 feet. (Distance depends on the capability and experience of the student.)

(4) Kicks (flutter, scissor, frog, and dolphin)

Have students use only their legs to move through the water. Have the student execute the kick desired. Grade on speed, form, and distance.

(5) Arm strokes (human stroke, crawl, side, overarm side, breast, butterfly). Have the student use only arms for movement. A kick board may be placed between the ankles of the student to prevent him or her from kicking their legs. Have the student execute the arm stroke desired and grade on form, distance and time.

(6) Combined strokes

Have the student execute the stroke desired, (one of the nine basic strokes.) Grade on form, time and distance.

(7) Diving

Have students execute the dive desired. Grade on form.

B. Life Saving Skill Tests

(1) Endurance Test

a. Have students continuously swim for 15 minutes. (Time depending on the ability and experience of the students.)
b. Have students swim for 30 minutes with resting in floating positions. The bottom or side of the pool should never be touched. (Time depending on the ability and experience of the student.)

(2) Approaches

(a) Have student execute the desired approach previously designated by the instructor.
(b) Have the student execute the approach that fits the situation.

(3) Carries

(a) Have the student execute the desired carry on land.
(b) Have the student execute the desired carry in the water.
(c) Have the student execute the desired carry in the water with a struggling victim.

(4) Defenses

(a) Have the student execute the desired defense on land.
(b) Have the student execute the desired defense in the water with a cooperating victim.
(c) Have the student execute the desired defense in the water with a struggling victim.

(5) Releases

(a) Have the student execute the desired release on land.
(b) Have the student execute the desired release in the water with a cooperating victim.
(c) Have the student execute the desired release in the water with a struggling victim.

C. SYNCHRONIZED SWIMMING SKILL TESTS

(1) Stunts

(a) Have the student execute the desired stunt grading on form.
(b) Have student write and execute an individual routine to music.
(c) Have students write and execute a dual routine to music.
(d) Have the students write and execute a small group routine to music.

4. RHYTHMS

a. Skill Tests in Dance

In modern dance the teacher will devise her own type and method of administering skill tests. A check-list type test is usually best, with the following areas being taken into consideration:

(1) Moving in and through space: Locomotor movement, axial movement, space design, and floor pattern.
(2) Qualities of movement: percussive, substained, vibratroy, turning and twisting, swinging falls, pantomine, and combinations of these.
(3) Variations of dance steps.

(4) Technical exercises.
(5) Creative activities: Improvisations and compositional patterns. The actual dances learned in fold and square dance can be used as an effective skill test, with the teacher grading various techniques used in each dance.

5. SELF-TESTING

a. Tumbling

(1) Forward roll
(2) Backward roll
(3) Hand stand
(4) Head stand
(5) Cartwheel
(6) Tip-up

b. Uneven parallel bars (use point scale 1-10 for grading each student).

(1) Backward roll

c. Balance beam (score same as uneven parallel bar)

(1) Straight walk
(2) Front scale
(3) Simple pivot

d. Side **horse** (use point system in scoring)

(1) Straddle mount
(2) Standard mount

e. Free exercise (use point system in scoring)

(1) Have student use any routine and score according to difficulty and form.

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6. EVALUATING PHYSICAL DEVELOPMENT

a. Pull-ups for boys--Flexed-arm hang for girls (arm and shoulder strength)
b. Sit-ups--(flexibility and abdominal strength)
c. Shuttle run--(agility)
d. Standing broad jump--(leg strength)
e. Fifty-yard dash (speed)
f. Softball throw for distance (arm strength)
g. Six hundred--yard run-walk (endurance)

7. YOUTH FITNESS TEST

Consists of seven test items which are given in the gymnasium or outdoors, and three acquatic tests.

A. Pull-up—a metal or wooden bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used, and, if no regular equipment is available, a piece of pipe or even the rungs of a ladder can also serve the purpose.(boys)

The bar should be high enough so that the pupil can hang with his arms and legs fully extended and his feet free on the floor. He should use the overhand grasp. After assuming the hanging position the pupil raises his body by his arms until his chin can be placed over the bar and then lowers his body to a full hang as in the starting position. The exercise is repeated as many times as possible.

(1) Rules

(a) Allow one trial unless it is obvious that the pupil has not had a fair chance.
(b) The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the pupil starts swinging check his by holding your extended arm across the front of the thighs.
(c) The knees must not be raised and kicking of the legs is not permitted.
(d) Record the number of completed pull-ups to the nearest whole number.

B. Pull-up--a horizontal bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used; if no regular equipment is available, a piece of pipe can serve the purpose. A stop watch is needed. (girls)

The height of the bar should be adjusted so it is approximately equal to the pupil's standing height. The pupil should use an overhand grasp. With the assistance of two spotters, one in front and one in back of the pupil, the pupil raises her body off the floor to a position where the chin is above the bar, the elbows are flexed, and the chest is close to the bar. The pupil holds this position as long as possible.

(1) Rules

(a) The stop watch is started as soon as the subject takes the hanging position.
(b) The watch is stopped when (a) pupil's chin touches the bar, (b) pupil's head tilts backwards to keep chin above the bar, (c) pupil's chin falls below the level of the bar.
(c) Record in seconds to the nearest second the length of time the subject holds the hanging position.

C. Sit-ups—the pupil lies on his back, either on the floor or on a mat, with legs extended and feet about two feet apart. His hands are placed on the back of his neck with the fingers interlaced. Elbows are retracted. A partner holds the ankles down, the heels being in contact with the mat or floor at all times. The pupil sits up, turning to see the trunk to the left and touching the right elbow to the left knee, returns to starting position, then sits up turning the trunk to the right and touching the left elbow to the right knee. The exercise is repeated, alternating sides.

(1) Rules

(a) The fingers must remain in contact behind the neck throughout the exercise.
(b) The knees must be on the floor during the sit-up but may be slightly bent when touching elbow to knee.
(c) The back should be rounded and the head and elbows brought forward when sitting up as a "curl" up.
(d) When returning to the starting position, elbows must be flat on the mat before sitting up again.
(e) One point is given for each complete movement of touching elbow to knee. No score should be counted if the fingertips do not maintain contact behind the head, if knees are bent when the pupil lies on his back or when he begins to sit up, or if the pupil pushes up off the floor from an elbow. The maximum limit in terms of number of sit-ups shall be: 50 sit-ups for girls, 100 sit-ups for boys.

D. Shuttle run—two blocks of wood, 2 inches x 4 inches, and stop watch. Pupil should wear sneakers or run barefooted. Two parallel lines are marked on the floor 30 feet apart. The width of a regulation volleyball court serves as a suitable area. Place the blocks of wood behind one of the lines as indicated. The pupil starts from behind the other line. On the signal "Ready, Go" the pupil runs to the blocks, picks up one, runs back to the starting line and places the block behind the line; he then runs back and picks up the second block which he carries back across the starting line. If the scorer has two stop watches or one with a split-second timer, it is preferable to have two people running at the same time. To eliminate the necessity of returning the blocks after each race, start the races alternately, first from behind one line and then from behind the other.

E. Standing broad jump— mat, floor, or outdoor jumping pit, and tape measure. Pupil stands with feet several inches apart and the toes just behind the take-off line. Preparatory to jumping, the pupil swings the arms backward and bends the knees. The jump is accomplished by simultaneously extending the knees and swinging forward the arms.

(1) Rules

(a) Allow three trials
(b) Measure from the take-off line to the heel or other part of the body that touches the floor nearest the take-off line.
(c) When the test is given indoors, it is convenient to tape the tape measure to the floor at right angles to the take-off line and have the pupils jump along the tape. The scorer stands to the side and observes the mark to the nearest inch.
(d) Record the best of the three trials in feet and inches to the nearest inch.

F. 50 yard dash--two stop watches or one with a split-second timer. It is preferable to administer this test to two pupils at a time. Have both take positions behind the starting line. The starter will use the commands "Are you ready? and "Go". The latter will be accompanied by a downward sweep of the starter's arm to give the timer a visual signal.

(1) Rules

(a) The score is the amount of time between the starter's signal and the instant the pupil crosses the finish line.
(b) Record in seconds to the nearest tenth of a second.

G. Softball throw for distance--softball (12 inch), small metal or wooden stakes, and tape measure. A football field marked in conventional fashion (five-yard lines,) makes an ideal area for this test. If this is not available, it is suggested that lines be drawn parallel to the restraining line, five yards apart. The pupil throws the ball while remaining within two parallel lines, six feet apart. Mark the point of landing with one of the small stakes. If his second or third throw is farther, move the stake accordingly so that, after three throws, the stake is at the point of the pupil's best throw. It was found expedient to have the pupil jog out to his stake and stand there; and then, after five pupils have completed their throw, the measurements were taken. By having the pupil at his particular stake, there's little danger of recording the wrong score.

(1) Rules

(a) Only an overhand throw may be used.
(b) Three throws are allowed.
(c) The distance recorded is the distance from the point of landing to the nearest point on the restraining line.
(d) Record the best of the three trials to the nearest foot.

H. 600 yard run-walk. Track or area marked according to individual field layout. Pupil uses a standing start. At the signal "Ready, Go", the subject starts running the 600 yard distance. The running may be interspersed with walking. It's possible to have a dozen subjects run at one time by having the pupils pair off before the start of the event. Then each pupil listens for and remembers his partner's time as the latter crosses the finish. The timer merely calls out the time as the pupils cross the finish.

(1) Rules

(a) Walking is permitted, but the object is to cover the distance in the shortest possible time.
(b) Record in minutes and seconds.

8. AQUATIC TESTS

a. Test 1: Swim 15 feet. Subject starts in the water and swims a distance of 15 feet, using a stroke or strokes of his own choice. Test is scored as "pass" or "fail".

b. Test 2: Subject jumps into water over his head. He is then required to swim 15 yards; turn around, swim back half the distance; turn on back and rest for one-half minute; turn onto front and swim to starting point. Test is scored as "pass" or "fail"

c. Test 3: Swim 100 yards against time. On the signal "Go" subject dives into water and swims 100 yards. Time is kept from the signal "Go" until subject completes the 100 yards. Record to the nearest second.

9. MARINE FITNESS PHYSICAL TEST

a. Squat-Jumps

AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS
1-3	1	26	24	49	47	72	70
4	2	27	25	50	48	73	71
5	3	28	26	51	49	74	72
6	4	29	27	52	50	75	73
7	5	30	28	53	51	76	74
8	6	31	29	54	52	77	75
9	7	32	30	55	53	78	76
10	8	33	31	56	54	79	77
11	9	34	32	57	55	80	78
12	10	35	33	58	56	81	79
13	11	36	34	59	57	82	80
14	12	37	35	60	58	83	81
15	13	38	36	61	59	84	82
16	14	39	37	62	60	85	83
17	15	40	38	63	61	86	84
18	16	41	39	64	62	87	85
19	17	42	40	65	63	88	86
20	18	43	41	66	64	89	87
21	19	44	42	67	65	90	88
22	20	45	43	68	66	91	90
23	21	46	44	69	67	92	91
24	22	47	45	70	68	93	92
25	23	48	46	71	69	94	93
						95	94
							95
							96
							97
							98
							99
							100

b. 300 Yard Run

SECONDS	POINTS	SECONDS	POINTS	SECONDS	POINTS
74	0	63	41	52	68
½	1	½	42	½	70
73	2	62	43	51	72
½	4	½	44	½	74
72	6	61	45	50	76
½	8	½	46	½	78
71	10	60	47	49	80
½	12	½	48	½	82
70	14	59	49	48	84
½	16	½	50	½	86
69	18	58	51	47	88
½	20	½	52	½	90
68	22	57	53	46	92
½	24	½	54	½	94
67	26	56	55	45	96
½	28	½	56	½	98
66	30	55	57	44	100
½	32	½	58	½	
65	34	54	59		
½	36	½	60		
64	38	53	62		
½	40	½	64		
			66		

EXPLANATION OF THE EXERCISE

This run is done between two points sixty yards apart. The man runs back and forth five times, each time circling the marker as closely as possible. If he does not complete the run he receives no points. The run is continuous.

c. PUSH-UPS

AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS
1	8	21	44	41	64
2	10	22	45	42	65
3	12	23	46	43	66
4	14	24	47	44	68
5	16	25	48	45	70
6	18	26	49	46	72
7	20	27	50	47	74
8	22	28	51	48	76
9	24	29	52	49	78
10	26	30	53	50	80
11	28	31	54	51	82
12	30	32	55	52	84
13	32	33	56	53	86
14	34	34	57	54	88
15	36	35	58	55	90
16	38	36	59	56	92
17	40	37	60	57	94
18	41	38		58	96
19	42	39		59	98
20	43	40		60	100

EXPLANATION OF THE EXERCISE:

The important part of this exercise is correct form. One man should lie face down on the deck and extend one hand in front of him. The man who is to do the push-ups takes a correct push-up position over the extended hand of the man lying down. When the start signal is given the man doing the exercise lowers himself so that his chest touches the man's extended hand each time. The man whose hand is extended keeps count of the number done correctly. There is no rest period allowed; once started they must be continued until no more can be done or until the man starts doing them incorrectly. Some points of incorrect form are the mans touching the deck with his stomach or his buttocks being raised high in the air giving him an inverted V look. The man's body should be straight and the raising and lowering should be done with the arms.

d. ALTERNATE EXERCISE--SQUAT THRUST

AMOUNT	POINTS	AMOUNT	POINTS
1-14	1	28	47
15	2	29	51
16	5	30	55
17	8	31	59
18	12	32	63
19	15	33	67
20	18	34	72
21	22	35	76
22	25	36	80
23	28	37	85
24	32	38	89
25	36	39	93
26	40	40	98
27	43	41	100

EXPLANATION OF THE SQUAT THRUSTS EXERCISE:

This exercise is begun from a standing position. On the start signal, the individual drops to a crouch -- sitting position (knees parted, elbows inside the knees, buttocks touch the calves of legs, and palms of hands on the ground.) From this position, the individual thrusts both feet backwards to same position used for push-ups, immediately jumps, both feet forward, to crouch-sitting position. From here, he returns to standing position; repeats process, completing as many squat thrusts as possible in one minute. Full standing position and full backward extension of legs must not be cut short.

e. SIT-UPS

AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS
1	4	30	33	59	62
2	5	31	34	60	63
3	6	32	35	61	64
4	7	33	36	62	65
5	8	34	37	63	66
6	9	35	38	64	67
7	10	36	39	65	68
8	11	37	40	66	69
9	12	38	41	67	70
10	13	39	42	68	71
11	14	40	43	69	72
12	15	41	44	70	73
13	16	42	45	71	74
14	17	43	46	72	75
15	18	44	47	73	76
16	19	45	48	74	78
17	20	46	49	75	80
18	21	47	50	76	82
19	22	48	51	77	84
20	23	49	52	78	86
21	24	50	53	79	88
22	25	51	54	80	90
23	26	52	55	81	92
24	27	53	56	82	94
25	28	54	57	83	96
26	29	55	58	84	98
27	30	56	59	85	100
28	31	57	60		
29	32	58	61		

EXPLANATION OF THE EXERCISE:

The man doing the exercise lies on his back and places his hands behind his head. Another man now grasps the ankles of the man who is to exercise, holding his feet on the deck, performing the count of the number of sit-ups accomplished. There is a two-minute limit on this exercise. When the starting signal is given, the man sits up, alternately touching left knee with right elbow and right knee with left elbow. He is allowed to stop and rest as long as he stops no longer than 5 seconds. When 2 minutes are up the signal to stop is given.

f. PULL-UPS

AMOUNT	POINTS	AMOUNT	POINTS
1	15	10	70
2	24	11	74
3	33	12	78
4	39	13	82
5	45	14	86
6	50	15	90
7	55	16	94
8	60	17	97
9	65	18	100

EXPLANATION OF HOW TO CONDUCT THE EXERCISE:

This exercise is done from a dead hang from a bar that is at least 7 feet above the ground (this is to allow the man's feet to clear the ground.) The man should grasp the bar so that the palms of the hands face away from the body. The man's feet should be kept hanging straight down; he should not use his feet in a climbing motion. The man's chin should be raised above the bar to count as a complete "pull-up". The man should control his downward movement as well as his upward movement.

C. KNOWLEDGE TESTS

1. Content

   a. History
   b. Rules and regulations
   c. Skills
   d. Safety measures
   e. Game description
   f. Scoring
   g. Etiquette

2. Types

   a. Multiple choice
   b. True-false or yes-no
   c. Completion
   d. Essay
   e. Matching
   f. Diagram
   g. Cross work

D. USE OF EVALUATIVE CRITERIA CHECKLISTS

1. Checklists contribute to the fulfillment of total objectives.
2. Checklists increase effectiveness of instruction by evaluating pupil interest and development on report cards.
3. Checklists aid in preparation of a series of physical fitness tests designed to measure the strength and endurance of secondary school students toward "total"fitness or "youth" fitness.
4. Checklists help to create written tests designed to measure knowledge about physical education activities.

E. GUIDE IN SELECTION OR REJECTION OF VARIOUS INSTRUMENTS

1. Adaptability to purpose--understands what he wants to evaluate.
2. Accuracy--objectivity, validity, reliability.
3. Available norms--facilitate measurement.
4. Economy of use--purchase cost.
5. Duplicate forms--duplicate forms of measuring instrument follow naturally in the construction of standardized tests.
6. Standardized and clear directions--accompany all objective tests worthy of the name with clearly stated directions, followed with meticulous care, increase accuracy and efficiency in all forms of evaluation.

V. TEACHING AIDS

A. Audio-Visual

1. Film Catalog--Volusia County

   a. 171 American Square Dance (Jr. & Sr.)

- b. 170 Basketball for Girls (Jr. & Sr.)
- c. 177 Basketball Fundamentals (Jr. & Sr.)
- d. 180 Beginning Tumbling (Jr. & Sr.)
- e. 179 Social Dancing (Jr. & Sr.)
- f. 147 Sports of 1952 (Jr. & Sr.)
- g. 337 Life's Higher Goals (Jr. & Sr.)

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2. Film Strips--Materials Center

a.	172-178	Beginning Sports Series: Basketball (Jr. & Sr.)
b.	172	The Game
c.	173	The Ball handling, receiving.
d.	174	Passing
e.	175	Dribbling
f.	176	Pivoting
g.	177	Shooting
h.	178	Defense

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3. Visual Sports--Instruction Aids

a. The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654
Area code 312 'Phone # 527-2680

B. SUPPLIES, EQUIPMENT, FACILITIES

1. AQUATICS

a. Supplies:

(1) Chlorine (solid & gas) (solid for superchlorinating H.T.H.)
(2) Soda Ash
(3) Footbath detergent
(4) Red Cross Manual and Test Sheets
(5) Lifesaving books
(6) Ortho Toledine--Chlorine Indicator
(7) Pheno Red--P. U. Indicator
(8) Daily Pool Log
(9) First Aid Kit (P.H. & Chlorine Test each hour)
(10) Cleanser for side of pool
(11) Soap for showers

b. (1) Suits
(2) Caps
(3) Towels
(4) Flutterboards
(5) Shepards' hooks
(6) Ring buoys
(7) Stop watch
(8) Record player and records
(9) Chlorine & P. H. Testor
(10) Raised life guard chairs
(11) Hoses for deck
(12) Brooms
(13) Whistle
(14) Identifying apparel for guards
(15) Filter system
(16) Chlorinator
(17) Starting blocks
(18) Vaccuum
(19) Air compressor & race mask
(20) Diving board (1 meter, 3 meter)
(21) Heater
(22) Nite lights--deck and underwater
(23) Footbaths
(24) Telephone
(25) Loud speaker system
(26) Sport equipment for water polo, etc.
(27) Railings for ladders to in and out of pool
(28) False start rope
(29) Starter's gun
(30) Lane markers (lane dividers)
(31) Score cards for diving judge (competition)
(32) Office equipment
(33) Small boat or canoe

c. Facilities:

(1) Pool 25 yards long and 42 feet wide
$3\frac{1}{2}$ feet to 12 feet minimum
(2) Dressing area with showers
(3) Balcony or other seating arrangements for spectators

2. ARCHERY

a. Supplies

(1) Arrows
(2) Extra rocks
(3) Extra bow strings
(4) Feathers
(5) Cement
(6) Score cards
(7) Target faces
(8) Leaders
(9) Current DGWS Guide
(10) Lime

b. Equipment

(1) Quivers
(2) Bow stands
(3) Arrow rocks
(4) Bows—lemonwood or fiber glass
  (a) 18-22 lbs. for beginners
  (b) 18-28 lbs. for advanced
(5) Arrows purchased in sets of 8, of each crest
22", 25", 26" and 27"
(6) Arm guards
(7) Finger tabs or glows
(8) Bow strings
(9) Targets
(10) Target stands
(11) Tape measure

c. Facilities

(1) Archery Range—if no backstep is available, you need 25-30 yards behind the target.

3. BADMINTON

a. Supplies

(1) Shuttlecocks
(2) Current DGWS Guide
(3) Tape

b. Equipment

- b. Equipment
  - (1) Nets
  - (2) Pockets
  - (3) Tape measure
- c. Facilities
  - (1) Courts
  - (2) Standards
  - (3) Storage place for equipment and supplies

4. BASKETBALL

- a. Supplies
  - (1) Basketballs
  - (2) Current rules guide
  - (3) Basketball goal nets
  - (4) Whistles
- b. Facilities
  - (1) Courts
  - (2) Basketball goals
  - (3) Storage place for equipment

5. BOUNCE VOLLEYBALL

- a. Supplies
  - (1) Volleyball
  - (2) Whistle
  - (3) Lime or tape
  - (4) Nets
- b. Facilities
  - (1) Courts
  - (2) Standards

6. BOWLING

- a. Supplies
  - (1) Score sheets
- b. Equipment
  - (1) Pins (10 for each alley to be set up)
  - (2) Balls (for girls--10½ to 14 lbs.(a)
    (for boys--12 to 16 lbs.(b)
    (a six lb. rubber ball is now
    (being made for use in gyms.(c)

(3) Shoes--if regular bowling shoes are not available and you are not using a regular lane, leather sole shoes with rubber heels are satisfactory.

c. Facilities

(1) Simulated bowling lane

(a) 15 feet approach
(b) Foul line
(c) Bed or alley bed
(d) 63' long, 41 or 42" wide
(e) Gutters or channels
(f) 9-9½" side
(g) Pin spots marking the place for each of the 10 pins

7. CASTING

a. Supplies

(1) Plugs--5/8ths ounce for beginners
(2) Rules from the National Association of Angling and Casting Clubs

b. Equipment

(1) Targets
(2) Rods
(3) Casting reels
(4) Lines
(5) Tape measure

c. Facilities

(1) Range

8. DANCE

a. Supplies

(1) Record player with good volume
(2) Hand mike that plugs into record players
(3) Good selection of records
(a) folk
(b) square
(c) modern

b. Facilities

(1) Good floor space such as gym floor

9. DARTS

a. Supplies and equipment

(1) Dart boards
(2) Darts

b. Facilities

(1) Small area with wall or post

10. DECK TENNIS

a. Supplies

(1) Rings
(2) Current rules
(3) Tape

b. Equipment

(1) Net
(2) Tape

c. Facilities

(1) Standards for nets
(2) Courts

11. FENCING

a. Supplies

(1) Targets
(2) Current rules

b. Equipment

(1) Foils
(2) Masks
(3) Jackets
(4) Mats
(5) Gloves

c. Facilities

(1) Foil racks
(2) Storage

12. FOUR SQUARE

a. Supplies

(1) Balls--Volleyballs or playground balls
(2) Chalk or tape or paint to mark court

b. Facilities
(1) Space

13. GATORBALL

    a. Supplies

        (1) Soccer ball
        (2) Whistles
        (3) Chalk dust
        (4) Goal posts
        (5) Pennies

    b. Facilities

        (1) Large Field

14. HANDBALL

    a. Supplies

        (1) Handballs
        (2) Handball gloves
        (3) Broom to keep courts clean

    b. Facilities

        (1) 3 wall handball court

15. HORSESHOES

    a. Supplies and equipment

        (1) Metal Stakes
        (2) Horseshoes (2 colors)

    b. Facilities

        (1) Small open ground area

16. PHYSICAL FITNESS

    a. Supplies

        (1) Stop watches
        (2) Mats
        (3) Softballs
        (4) Starting gun--shells
        (5) Pull-up bars
        (6) Tape measure

    b. Facilities

        (1) Gym
        (2) Large field
        (3) Small field

17. SHUFFLEBOARD

    a. Supplies

        (1) Sticks
        (2) Discs

    b. Facilities

        (1) Shuffleboard court

18. SOCCER

    a. Supplies and Equipment

        (1) One soccer ball for every 8-10 students
        (2) Goal post with crossbars
        (3) Pennies or other distinguishable marks for teams
        (4) Whistles for use of officials
        (5) Chalk dust

    b. Facilities

        (1) Large open ground area

19. SOFTBALL

    a. Supplies

        (1) Softballs
        (2) Bats
        (3) Gloves
        (4) Mits
        (5) Bases--1st, 2nd, 3rd and home
        (6) Catcher's mask
        (7) Chalk dust

    b. Facilities

        (1) Large open field

20. SPEEDBALL

    a. Supplies

        (1) Soccer ball
        (2) Pennies
        (3) Chalk dust
        (4) Whistles
        (5) Goal posts

    b. Facilities

        (1) Large open field

21. TABLE TENNIS
    a. Supplies
        (1) Balls
        (2) Current rules
    b. Equipment
        (1) Paddles
        (2) Nets
    c. Facilities
        (1) Tables
        (2) Net stands
22. TETHERBALL
    a. Supplies
        (1) Tether ball
        (2) Rope
    b. Facilities
        (1) Standards
23. TOUCH FOOTBALL
    a. Supplies
        (1) Football
        (2) Whistles
        (3) Pennies
        (4) Chalk dust
    b. Facilities
        (1) Large open field
24. VOLLEY TENNIS
    a. Supplies
        (1) Volleyballs
        (2) Lime or tape
        (3) Whistle
    b. Equipment
        (1) Nets

c. Facilities

    (1) Standards
    (2) Courts

25. WRESTLING

a. Supplies

    (1) Bell
    (2) Extra mats and covers
    (3) Shoes (light, heelless gym shoes) and stockings
    (4) Wrestling tights, full length
    (5) Close fitting outside trunks
    (6) Sleeveless shirt

b. Equipment

    (1) Mats 24' x 24'
    (2) Mat covers
    (3) Ring standards and rope

c. Facilities

    (1) Ring area or gym

C. RESOURCES

1. Facilities, Equipment, Supplies, Agencies and Materials.

a. Halifax Sporting Goods
390 N. Beach Street
Daytona Beach, Florida

b. Dunn Bros. Hardware
154 S. Beach Street
Daytona Beach, Florida

c. New York Athletic Supply Company
321 East 149th Street
Bronx, New York

d. Murray's Athletic Equipment Corp.
76 Franklin Street
New York 13, N. Y.

e. Barry Athletic Outfitters Inc.
5 N. Village
Rockville Center, New York 11571

f. Wolverine Sports Supply
745 State Circle
Ann Arbor, Michigan 48104

h. Building Specialties & Equipment
   Merco of Florida Corporation
   649 N. W. 28th Street
   Boca Raton, Florida

i. Beckley-Cardy
   1900 N. Narragansetts
   Chicago 39, Illinois

j. John M. Wimer & Associates
   P. O. Box 631
   DeLand, Florida 32720

k. The Program Aids Co. Inc.
   550 Fifth Avenue
   New York 36, New York

VI. SUGGESTED SCHOOL POLICIES IN RESPECT TO SUCH THINGS AS THE FOLLOWING:

A. The pupil's dress and its care

1. Each individual should be required to wear a regulation uniform which has been designated by the individual schools.
    - a. Uniformity in student dress contributes to good class organization and control.
    - b. Uniformity promotes feelings of security and equality and allows for identification with a group.
    - c. Uniformity provides for appropriate dress at an economical cost.
2. Each individual should be required to wear solid colored tennis shoes (black or white) and white socks.
    - a. Boys should be required to wear the high top regulation tennis shoes.
    - b. Socks should be ankle length and not golf socks.
3. Each individual should be required to have his uniform cleaned at least once a week.

B. Instructor's Dress

1. Each instructor should be required to wear a regulation instructors uniform.
    - a. Men--staff shirt, walker shorts, white tennis shoes and socks.
    - b. Women--shirt, shorts, all white, white tennis shoes and socks.

2. Uniformity in instructors dress contributes to the following:

    a. Ease of identification
    b. Sharp distinction from student dress
    c. Freshness and neatness of appearance
    d. A visual medium for the promotion of good teacher-pupil relationship
    e. A means of raising professional standards

C. Excuses from class

1. An excuse from class should be left up to the discretion of the instructor after a conference with the student.

2. Exemption from any physical education program will be permitted only with written confirmation by a qualified physician stating that an individual is physically limited or incapable of any activity, and a statement of the physician as to the limitations.

D. Restricted program

1. A class of individual correctives should be included in the program if enough pupils qualify for instruction.

The term "corrective physical education" applies to work done with structural deformities; that is, weak feet, poor body mechanics, bone or muscle injuries. The average individual who is classified for corrective work presents one or more of the following conditions:

1. A lack of fundamental development of the skeletal system
2. A lowered organic and skeletal tone or general debility
3. A lack of organic vigor
4. Poor sensory motor control
5. Lessened flexibility throughout the body
6. Emotional stability

In order to be aware of the necessity of this program, the objectives must be made clear. This program has for its objectives: (1) to restore the weak and under-exercised to the point where various recreational activities may be enjoyed; (2) to restore muscles weakened through misuse; (3) to develop normal movements; (4) to increase mobility; (5) to correct faulty body mechanics; (6) to train in "safe" exercises and games to be used in the future (carry-over value); (7) to develop correct habits of, and attitudes toward, health and physical education.

Although medicine and surgery can correct certain abnormalities, it remains in many cases for active exercise to restore functional efficiency.

An average class in corrective physical education is made up of the following disabilities: (1) weak and flat feet, (2) kidney conditions, (3) heart conditions, (4) malnutrition, (5) paralysis, (6) permanent disabilities; such as wrist operations affecting bones, (7) nervous and digestive disturbances, (8) poor posture, (9) leg injury, and (10) underweight and overweight.

Physical health of the instructor is an absolute necessity. The influences he asserts through the personal association could be detrimental. The teacher needs to be a living example of his profession: healthy and exemplifying the highest standard of character and education.

Anytime that the heavy responsibility of another human being rests upon an individual, mental alertness is required and usually attained. The instructor needs to keep abreast of medical and physical advances of science and medicine, yet have the ability to recognize his own limitations and the limitations of his field.

In organizing a preventive, remedial and/or corrective program, each level of the grade system should be thought of as a separate group because growth at different ages will be a different rate, and there should be various groups set up according to age and defect.

The groups will include: (1) a regular group--regular class work; (2) *group corrective*--slight defects; (3) *individual corrective* and remedial--those needing personal attention; bad posture, thyroid cases, injured limbs, and ill health (arrested TB);(4) *nutrition group*--those students that are undernourished and need physical activity without overactivity; and (5) rest group--this group would include post-operative cases or temporary limb injury where only rest can mend. In this rest group mild games can be given so that during the rest period, the participant can still remain somewhat a part of the class.

There are four general types of exercises used in the corrective/remedial program. One, the passive exercise, is a type of exercise where the parts of the body are manipulated by an external force. This is most valuable in paralysis or extreme muscle weakness. Passive exercise is generally succeeded by gradual active exercise. Assistive exercise is having the patient or student move a part of the body as far as possible, then having an external force take over. Resistive exercises are opposition movements to that of the instructor, weights, or the individual's own muscles. The active exercises are movements with a purposive nature for a stimulus within or without. Benefit is seen more in normal individuals as a result of this type, rather than any of the exercises previously mentioned. Active exercises are either speed, strength or endurance.

E. Credit and grades

1. A requirement of one full credit must be earned in one school year. (individual hardship cases are exception.)

2. One full credit in Physical Education is required in the senior high program.

3. Progress in Physical Education as in all other subjects in the curriculum, is evaluated and is credited by means of the letter grades: A,B,C,D,E, and F.

4. It is suggested that the following areas be taken under consideration when determining the students grade.

    a. Effort in game participation and improvement in performance of skills.
    b. Testing—written and skill tests to be of equal value.
    c. Attitude and interest as displayed by sportsmanship, cooperation with teacher and class, dressing, showering and attendance.

F. Gymnasium and locker room regulations

1. Gymnasium

    a. All coaches, teachers, sponsors, and those with special permission who use the gym at anytime, will be responsible for all facilities. All lights and doors must be secured before leaving. If equipment is out on the floor, it must be returned to its original position before leaving.

    b. The basic purpose of the gymnasium is for the use of the students in that particular school. Proper forms must be filled out and approved by the principal, athletic director, and physical education department before use of facilities, equipment, locker rooms (boys and girls) or school gym will be permitted. (This includes any intramural, extramural, athletic or summer program activity.)

    c. THE GYM IS A CLASSROOM. All teachers, and sponsors who plan to use the gym facilities must see to it that the bleachers are pushed in and the floor is cleaned before the next period.

    d. All coaches, teachers, and sponsors are to supervise their group while they are in the gym.

    e. No chewing gum, drinks, candy or food of any kind will be allowed in the gym at anytime.

    f. All damages to facilities must be reported to the custodian immediately.

2. Locker room

   a. Gym lockers must be kept locked at all times. (before, during and after class.)
   b. A list of duties for squad or section leaders, class chairman, and locker room managers should be posted.
   c. A form letter or a section of the student handbook should be provided each student as a statement of requirements for physical education.
   d. Lockers should be cleaned and locks oiled and tagged at the end of the school year.
   e. Towels will be issued to only those who pay for them and not anyone else.
   f. Students are not allowed to leave the dressing areas until the bell rings.
   g. Books are not to be kept in the physical education lockers.
   h. Towels and physical education uniforms are to be taken home and cleaned thoroughly at least once a week.
   i. Locker inspection should be taken by the instructor at unannounced intervals.
   j. Gym clothes should not be left out in the locker area or the gym area.
   k. All articles in the lockers must be properly marked with the name of the individual owner.
   l. There shall be no running or horse play in the shower room at any time.

G. Care of Equipment and Supplies

1. An up to date inventory of both girls and boys equipment should be kept.

2. There should be adequate room for storage of heavy equipment.

3. A staff member should be assigned for outside equipment that must be brought in daily.

4. Provisions should be made for a separation of girls and boys physical education with separate equipment and maintenance for each. Large and heavy equipment would be an exception.

5. Old equipment should be used before using new equipment.

6. Rubber equipment should be used for outside facilities and leather equipment for inside.

7. Each piece of equipment should have a particular place for storage and should always be returned to that place.

8. Equipment should be cleaned as follows:

    a. Rubber coated balls should be cleaned thoroughly with a detergent, dried, and deflated to two or three pounds below normal pressure. Partial deflation takes the tension off the ball, but still maintains the shape. A completely deflated ball stored over a long period of time will be permanently damaged.
    b. Tumbling mats can be cleaned with a detergent but a minimum of water should be used due to the fact that the material inside the mat takes a long time to dry. Tumbling mats should remain flat during the summer months rather than rolled up or hung. The locker room benches may be used as storage platforms which would provide adequate ventilation.
    c. Trampoline beds should also be washed with a detergent, dried, and removed from the frame of the trampoline. The springs or shock cords should be checked for damage and replaced when needed. The frame of the trampoline should be painted with aluminum paint or a similar type metal paint to prevent rusting.
    d. Leather goods should be cleaned with saddle soap and a minimum of water and rubbed with leather oil before storing.
    e. Stop watches, starting guns, and record players need periodic cleaning to assure best performance.
    f. Volleyball nets should be repaired and stored in a dry place.
    g. All other equipment should be cleaned and stored in a dry, cool place.

H. Issuance of Locks and Lockers

1. Each student should be issued a lock and locker.

2. Fee for locks should be left up to the discretion of the individual school.

I. First Aid

1. The instructor should follow the established county policy and use only the provided supplies.

2. In the event of pupil injury, the teacher in charge should immediately call the school nurse or physician if there is one. If no person with medical training is available the action of the teacher depends upon the nature of the injury. If immediate first aid treatment is indicated, the teacher must do the best he can. Only first aid as known by layman is expected of teachers, but every teacher should be trained in its rudiments. If the injured person does not need

immediate attention, the teacher should wait for the advice and/or attendance of a medically trained person. Failure to act or unwise action may lead to a charge of negligence.

3. As soon as possible after an accident a regulation accident report such as the following, should be made.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION & ATHLETICS

ACCIDENT REPORT

Name of Injured_______________Date_________Time_______Where___

Description of Injury and How it Occurred____________________

____

Was accident result of regular class activity or competition or due to student's own negligence?____________________________

____

Action taken____

____

Remarks:____

____

Reported by____

Recorded for Department by__________________________________

Director of Physical Education

J. Showers

1. Showers should be required when facilities are available.
2. Where limited facilities are available showers should be optional.

K. Towel Service

1. Each student must have a clean towel daily.
2. Where services are available a highly recommended towel service is advisable.

L. Department Separation

1. Provisions should be made for a separation of girls and boys physical education with a department head for each group.

2. Athletics should not be included as a part of the physical education program.

VII. CLASS MANAGEMENT

A. Classification of pupils

1. Physical education classes should be grouped according to grade level.

B. Student leadership

a. Student assistants
b. Squad leaders
c. Calisthenics leaders
d. Team captains
e. Physical fitness assistants

C. Checking attendance

1. Roll should be checked every day by the instructor with the aid of the student assistant.

D. Record forms

1. An individual file card should be kept on each student.
   a. Health form
   b. Family information
   c. Physician

E. Desirable class size

1. The maximum class size should not exceed forty-five students for one instructor.

VIII. THE PHYSICAL EDUCATION PROGRAM in relation to Safety, Health and Guidance

A. Physical education makes a valuable contribution to the health program by providing a laboratory through which students gain a practical understanding of health concepts related to physical activity. Day-to-day health guidance has a natural setting due to the many situations which arise in activities and in the locker room. Examples which call for guidance are:

1. Changing clothes for activity
2. Wearing gym shoes and white socks for activity
3. Warming up for activity
4. Participating in activities appropriate to maturation level.
5. Showering after activity

B. Every opportunity should be utilized to give health instruction on the following topics. The county school nurse is available to give assistance.

1. Mechanics of bodily movement
2. Conditioning
3. Rest and sleep
4. The nature of fatigue
5. Relaxation
6. Nutrition and weight
7. Bodily cleanliness and grooming
8. Clothing cleanliness and care
9. Proper dress
10. Responsibility for health of others
11. Safety consciousness
12. First aid
13. Water safety
14. Sanitation of locker rooms, shower rooms, swimming pools and play grounds.

Many opportunities are presented for the physical educator to carry on health instruction. The list of these opportunities is considerable and each activity on the list encompasses a number of possible procedures, activities and outcomes.

The physical education instructor has the responsibility for the student safety. He must constantly evaluate his teaching methods and content in the light of student preparation for activity, accident preventions, and overall precautions. Periodic checks should be made for faulty equipment and facilities and hazards in the environment. Any hazards should be corrected immediately or reported in writing.

IX. RELATED PROGRAM: THEIR ORGANIZATION AND SUGGESTED PLANS

A. Intramural program

An intramural program must be geared to include sports that everyone can participate in, it must be well diversified (for all body types and sizes.) Every person regardless of physical condition needs some form of exercise in order for their mind and body to function efficiently.

1. Activity (in selecting sports, the size of the school and the age of the student should be given first consideration, and then attention should be given to local facilities and individual desires.)

    a. Volleyball
    b. Basketball
    c. Softball
    d. Tennis
    e. Bowling
    f. Horseback riding
    g. Swimming
    h. Skating
    i. Archery
    j. Gymnastics
    k. Touch football
    l. Soccer
    m. Paddleball
    n. Golf
    o. Badminton
    p. Wrestling
    q. Table tennis
    r. Horseshoes
    s. Track and Field

2. Student Membership Requirements

    a. Insurance

        (1) Personal
        (2) School

    b. Parents permission in writing

    c. Health record

        (1) County Health form

    d. Eligibility

        (1) Student must be passing at least one half of his or her academic schedule in order to compete.
        (2) Any student that is on probation or restrictions from the school will not be allowed to compete.
        (3) Any student who has competed in a professional capacity or has received money shall not be allowed to compete.
        (4) Any type of special student or one that is taking half of his required amount of hours shall be ineligible.
        (5) Use of an ineligible player by a team shall result in forfeiture of any game or contest.

(6) A student may not transfer from one team to another during a particular sport.
(7) All participants must have a recorded examination prior to any competition.

3. Governing Rules:

Rules and regulations are a must for the proper functioning of an intramural program. They must be understood and followed by all participants. It is a good idea to have a list distributed to every homeroom and/or club. There should also be a list of the regulations posted in the intramural office.

a. A student who has received a varsity letter should not be able to compete in that particular sport.
b. A player who has entered one sport with a given team may not transfer to another team in that same sport after he has played one game with that team.
c. A team shall forfeit any contest in which they use a player who is ineligible.
d. A player may not play on two teams in one sport.
e. Any player who is scholastically ineligible for a varsity sport may not compete in intramurals.
f. A player of the varsity or the junior varsity level who is out of that given sport may not compete with intramurals.
g. Physical examinations by a doctor may be warranted by the intramural director for a particular person.
h. Holders of excuses for physical education classes will not be allowed to participate.
i. All protests must be submitted in written form within 48 hours immediately following the contesting question and given to the intramural director.
j. A team forfeits its game if it fails to start within fifteen minutes after the starting time.
k. Teams can begin play without the full number of players needed if the game can be played reasonably close.
l. All final decisions on protests will come from the intramural directors office, (intramural council.)
m. All cases involving tied games will be handled according to their need in determining differences in the standings by the intramural council.
n. Any form of unsportsman like conduct will not be tolerated.
o. Anyone that has a serious physical defect will not be allowed to compete in the more strenuous activities but a place will be found for them regardless.

4. Facilities
    a. School
    b. Community
        (1) Bowling alley
        (2) Skating rink
        (3) Tennis court
        (4) Swimming pool
        (5) Stables
5. Equipment
    a. Adequate quantity
    b. Non-faulty equipment
    c. Maintenance or proper care
    d. Rules
        (1) Be sure that all equipment that is borrowed is signed for and that the person signing shall be held responsible for the returning of these articles.
        (2) When equipment is returned it should be in the same condition as it was when it was borrowed.
        (3) The equipment should be treated as if it were ones own and not something that was just picked up or found.
        (4) If something is lost or misplaced it should be the responsibility of all involved to try and return it to its proper place.
        (5) The equipment should have some type of marking on it so it can be easily recognized.
        (6) Make sure that when any equipment is returned that it is checked and signed for on a sheet that it has been returned in the same shape as when it was borrowed.
        (7) If something is accidentally damaged it should be reported immediately with an explanation of how the damage happened.
6. Transportation
    a. Parents
    b. Instructor
    c. Bus
    d. Self(senior high only)
7. Dress
    a. Clothing should be appropriate for the particular activity.

8. Orientation
    a. Rules
        (1) Instruction (junior high)
        (2) Review (senior high)
    b. Strategy
    c. Practice
9. Organization of teams
    a. Election of captains
    b. Selection of teams
10. Tournaments
    a. Interschool
    b. Play day (sport alternates county wide)
        (1) Volleyball
        (2) Basketball
        (3) Softball
        (4) Bowling
    c. Types of tournaments
        (1) Elimination
        (2) Ladder
        (3) Round-robin
        (4) Pyramid

B. Extramurals

1. Purpose: The extramurals program is an extension of a sound intramural program. Intramural teams of all abilities can benefit from participation with students of comparable abilities from other schools. This differs from the interscholastic program in that the extramural event is occasional and informal and the focus is on participation rather than on competition.

2. Suggested plans:

    a. Sports Days: Invitational extramural activities which involve two or more schools in large group competition. Each participating school enters one or more teams in each activity.

b. Play Days: Invitational extramurals which involve teams not representing individual schools but are combinations of equal numbers of participants from each school.

c. Field Days: The culminating event of the track and field instructional unit which involves all physical education students in intra-school competition. In addition to track and field events, many novelty and special events may be included. Field days can also be organized as an extramural sports day.

d. The Physical Education Demonstration: An outgrowth of the instructional program. It can be effectively used as a means of interpreting the program to the public as well as of affording recognition to the students.

RESOURCES

1. Official Archery-Riding Guide DGWS
2. Official Tennis-Badminton Guide, DGWS
3. Official Bowling-Fencing-Golf Guide DGWS
4. How to Teach Bowling and Organize AJBC Leagues. A.J.B.C.
5. A Guide to Teaching Physical Education in Secondary Schools, Florida State Department of Education
6. Recreational Games and Sports Guide, DGWS
7. Sportcraft Official Rules
8. Physical Education for High School Students, AAHPER
9. Individual and Team Sport for Girls and Women, Vannier-Poindexter.
10. Handball Study Guide, FSU Department of Physical Education and Recreation
11. The Encyclopedia of Sports
12. A Guide to Teaching Physical Education in Secondary Schools, Florida State Department of Education
13. The Complete Book of Games, Clement Wood, Gloria Goddard
14. Track and Field Guide, DGWS

15. Modern Track and Field, Doherty, J. Kenneth

16. Physical Education Handbook, Seaton, D.C., Clayton I.A., Leibee, H.C., & Messersimith, L.

17. Basketball Guide, DGWS

18. Field Hockey-Lacrosse Guide, DGWS

19. Methods and Materials in Physical Education and Recreation, Bucher, Chas. A.

20. Softball Guide, DGWS

21. A Guide to Teaching Physical Education in Secondary Schools, Bulletin # 5.

22. Volleyball Guide, DGWS

23. A manual of Physical Education Activities, Fait, Hollis F. Shaw, John H. Fox, Grace I., Hollingsworth, Cecil A.

24. Colliers Encyclopedia

25. And Promenade All, Eisenberg, Helen and John

26. Circuit Training, Morgan, P.F. and Adamson, G.T.

27. First Aid Textbook, The American Red Cross

28. Official Gymnastics Guide, DGWS

29. A Teachers Guide for Women's Gymnastics, Yeager, Patrick

30. Gymnastics for Girls, Highes, Eric

31. First National Institute on Girls Sports, AAHPER

32. Tumbling Techniques Illustrated, Burns, Ted, Nicolleau, Tyler

33. Gymnastics Apparatus Exercises for Girls, Babbitt, Diane H. Werner

34. Complete Book of Gymnastics, Loken, Newton C., Willoughby, Robert J.

35. AAHPER Youth Fitness Text Manual, AAHPER

36. Application of weight Training to Athletics, Hook, Gene

37. Evaluation in Physical Education, Scott, M. Gladys, French, Esther

38. The Development of a Test of Badminton Playing Ability, Lockhart, Aileen, McPherson, Frances A.

39. Modern Principals and Methods in High School Physical Education

40. Individual and Team Sports for Women, Miller, Ley

41. Tennis for Teachers, Driver, Helen Irene

42. Sports Skill Project, AAHPER

43. Teachers Guide to Physical Education for Girls in High School, Dexter, Genevie

44. Marien Test Manual

45. NEA Journal, September 1961

46. The Administration of Health Education and Physical Education by Williams, Brownell, Veimer, 1964